Specification of INTEGRATED UPSHIFT Toolkit

Packaging box:
Printed on A2 size (refer to shared artwork for die-cut. See attached PDF)
Paper: provide the best appropriate paper
Finishing: matte lamination

Inside the box:

1. Mentor's quick guide	Size: A4 booklet Pages: 8 pages including cover paper: Art paper 150gsm Cover: Artboard 250 gm with matte lamination Color: full colour Binding: saddle stitch
1.2 Implementation planning form	Size: A4 Pages: 2 pages (print both-sided) paper: Art paper 130gsm Color: full colour
2. Outreach Guide	Size: A4 brochure (A3-folded down to A4) Paper: Artboard 250 gm Color: full colour Other: matte lamination on the cover side
2.1 Outreach Poster	Size: A2 size Paper: Art paper 130gsm Color: full colour
2.2 Team application form	Size: A4 Pages: 2 pages (print both-sided) Paper: Art paper 130gsm Color: full colour
3. Bootcamp Manual (26 cards)	Size: A4 Pages: 52 Paper: Artboard 300gsm Color: full colour Finish: matte lamination on both sides Binding: 26 cards bind with one big ring on the top left corner
3.1 Bootcamp poster	Size: A1 size Paper: Art paper 130gsm Color: full colour Other: fold creases for folding down to A4 size.

4. Mentorship Handbook	Size: A4 booklet (landscape) Pages: 32 pages including cover Paper: Art paper 150gsm Cover: Artboard 300gsm with matte lamination Color: full colour Binding: perfect binding

International Labour Organization

unicef
for every child

UP SHIFT

#INNOVATE4UG

INTEGRATED UPSHIFT

MENTOR'S QUICK GUIDE

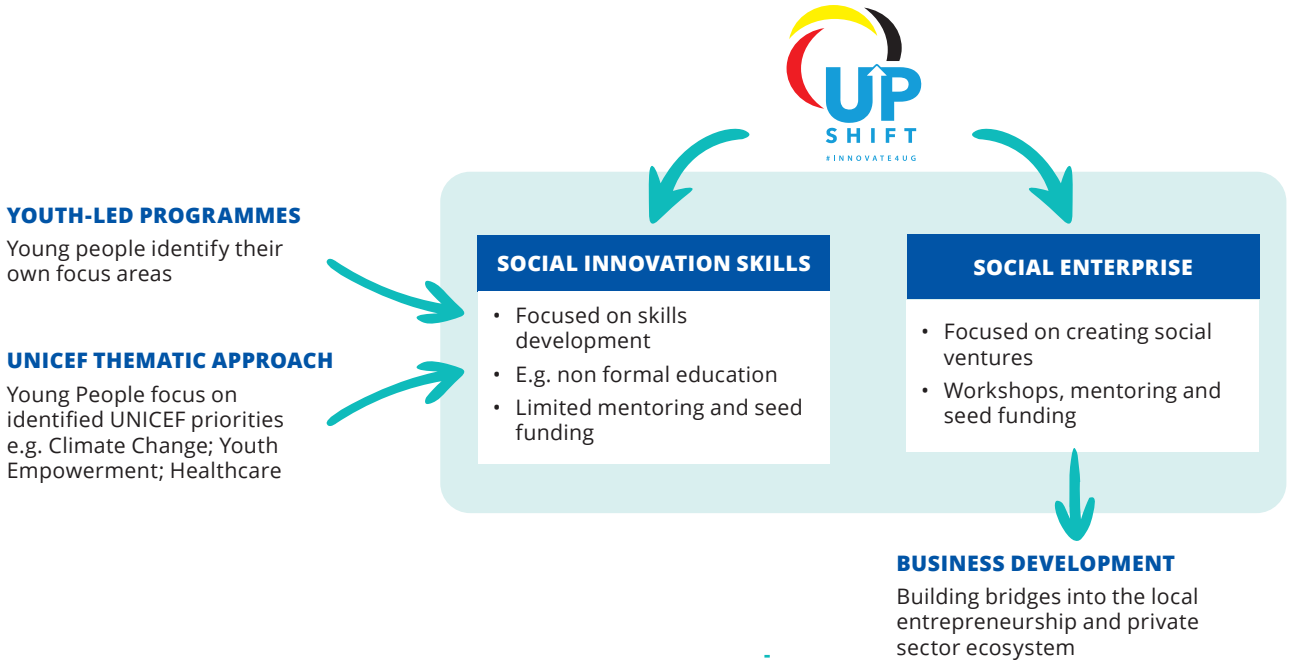
UPSHIFT builds skills for employment and skills for life through social innovation and social entrepreneurship

UPSHIFT is a youth social innovation and social entrepreneurship programme, designed to build skills and opportunities for young people who are disadvantaged due to poverty, gender, disability or ethnicity etc. The programme combines social innovation workshops, mentorship, incubation, and seed funding, to equip young people with the skills and resources they need to identify problems in their own communities and design solutions for them. While young people build skills for life, employment, and social innovation and entrepreneurship through UPSHIFT, their wider communities benefit from the solutions they create. Though this process, the programme empowers young people to become a force for positive social and economic change.

HOW UPSHIFT WORKS

UPSHIFT is built on human-centred design methodologies, which have been tailored for use with marginalised young people. The core UPSHIFT content is very modular, allowing it to be adapted to different contexts and to be delivered in different settings - ranging from youth innovation labs to non-formal education centres. As UPSHIFT scales, work is underway in several countries to embed the approach within formal education systems. The same tools and techniques can also be applied within any UNICEF programmatic area to design responses that are youth-led.

For this case, UNICEF and partners implement an INTEGRATED UPSHIFT in collaboration with the International Labour Organization (ILO) to develop social innovation and entrepreneurial skills for adolescents. This UPSHIFT integrates business-oriented training tools – specifically, two packages of the "Start and Improve Your Business" (SIYB) programme will be integrated in the module and the mentorship programme: (1) Generate Your Business Idea (GYB) and (2) Start Your Business (SYB) that enable potential entrepreneurs to develop concrete solutions.



CORE GOALS

UPSHIFT delivers skills that support future opportunities and employment for the most marginalised and vulnerable adolescents and youth. Young people develop transferable skills through both the training elements and the opportunity to work collaboratively, in a supportive environment, to identify and solve social problems. UPSHIFT is featured as part of the World Bank's Solutions for Youth Employment portfolio and develops skills for employment and skills for life, including:

- Problem-solving skills
- Entrepreneurial skills
- Critical thinking
- Creativity and creative confidence
- Communication and leadership skills
- Collaboration and teamwork

The opportunity to develop these skills in an entrepreneurial environment leads to increased confidence and resilience and increased feelings of agency amongst young people - they view themselves as more skilled, more employable and with more positive future opportunities. By developing these skills through problem solving in their local communities, young people have a greater sense of community and feel more engaged in, and respected by, their community.

IMPLEMENTATION PHASES

1. OUTREACH & CALL FOR APPLICATION

Media, community visits, collaboration with partners; 2-hour outreach session to raise awareness on UPSHIFT

Duration: *2 weeks*

Expected results: *200-300 adolescents & youth*

2. INITIAL SELECTION OF TEAMS

Selection of the teams that meet the best the criteria based on the application form

Duration: *1 day*

Expected results: *10 teams (40-50 adolescents & youth) selected*

3. BOOTCAMP

Intensive bootcamp for selected teams to develop innovative solutions to address community issues

Duration: *4 days*

Expected results: *10 teams (40-50 adolescents & youth) empowered with social innovation & entrepreneurship skills*

4. MENTORSHIP PHASE 1 & SELECTION OF TEAMS

10 teams to further develop their innovative solutions and pitch in the end to receive seed funding and mentorship phase 2

Duration: *2-3 weeks*

Expected results: *6 best teams selected for seed funding and mentorship phase 2*

5. MENTORSHIP PHASE 2

Extended period of mentoring and monitoring of the selected teams to make their solutions real

Duration: *2 months*

Expected results: *6 prototypes finalised and implemented*

6. FINAL MEET-UP

UPSHIFTers come together to share their experiences of implementing the solution

Duration: *1 day*

Expected results: *Successful teams showcased their implemented solutions*

PHASE 1: OUTREACH & CALL FOR APPLICATION

- 2-hours workshop to introduce INTEGRATED UPSHIFT
- Collection of Application Form

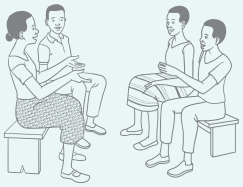
PHASE 2: SELECTION OF TEAMS

Selection of 10 teams based on the application form

PHASE 3: BOOTCAMP

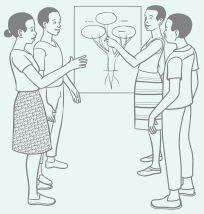
INTEGRATED UPSHIFT remains an entirely youth-led process – while mentors on are hand to introduce new tools and methods, it is the young people themselves who define and design the elements of their project and are wholly responsible for all decision-making.

DAY 1: UNDERSTAND



Day 1 (UNDERSTAND) introduces new tools to help UPSHIFTers better understand the problem they wish to solve –enabling them to assess root causes and consequences, the relationships of stakeholders involved and where they might best intervene to create change. This stage focuses their attention on their "end- user" (or the target group most impacted by the problem they aim to address) to ensure their solutions are grounded in the real needs of real people!

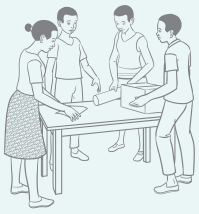
DAY 2: DESIGN



Armed with a deeper understanding of the problem, UPSHIFTers are encouraged to unleash their powers of creativity in the "DESIGN" phase!

Through brainstorming and other techniques, the teams generate all sorts of wild and innovative ideas, before eventually filtering them down to a single group solution. It is here that they develop their first design of their final idea.

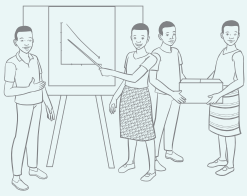
DAY 3: BUILD & TEST



In the third stage – "BUILD & TEST" - UPSHIFTers must to decide which elements of their ideas are riskiest and create working models (or "prototypes") to help them test out their assumptions with real people.

Failure during this process is seen as an essential part of the learning process – enabling them to make needed process improvements before rolling out the final version of their idea.

DAY 4: MAKING IT REAL



The final stage (MAKING IT REAL) focuses on mapping out needed resources and mobilisation strategies before developing a final presentation to pitch to a panel of high-level judges.

MENTORING

- The role of the mentors is to guide and monitor teams as they implement their youth-led projects.
- This includes field visits, meetings, facilitating meetings with relevant stakeholders, supporting the organization of events and dealing with any obstacles they may encounter during implementation.
- The teams receive additional assistance in the following forms: project management, design and editing of text, legal aspects, etc.

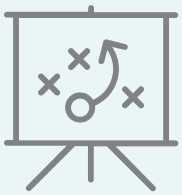
PHASE 4. MENTORSHIP PHASE 1

Week 1 Planning

- Discuss the selected solution in detail
- Define a goal for the next 2 weeks period
- Fill out the 'Solution Development Canvas' for the first time
- Identify gaps in the current level of understanding
- Develop a plan for the Mentorship phase 1 to identify the well thought solutions and committed teams

Week 2&3 Research & Pitch

- This phase is about giving a chance to all teams to be supported in understanding the problem and to test their commitment during the field research
- The focus is on conducting field research with real people to map real needs and challenges
- Teams and mentors are expected to go into the field to meet target audiences, stakeholders, partners, suppliers etc.
- Supporting the field research could be internet research to continue to learn and explore other examples of the solution present in the region or globally
- Organize the 1st pitch for selection of the teams with well thoughts ideas in the end of this phase that will be funded for the Mentorship Phase 2



PITCH

- Teams will learn how to develop a concise and effective pitch to convey the idea of their project.
- Finalisation of their prototypes.
- UPSHIFTers will be able to identify, summarize and convey key information about their product or service.
- They will have 5 minutes to "sell" their product or service to the jury.
- Gain public trust by conveying authenticity.
- Practice !

TEAM SELECTION FOR MENTORSHIP PHASE 2

- The aim is to identify young people with the greatest potential to create projects in community change.
- Young people who have the greatest passion and the ability to learn and adapt to the difficulties they will face are to be searched.
- Recommended approach during the evaluation process: "Diversify the composition of the jury": an organizing partner, an export in the challenge area and other experts from the public, private sectors, civil society organizations and universities.
- Evaluated on Learning, Innovation, Impact, Feasibility, Sustainability and Scalability of their ideas, 6 teams will be selected after the mentorship phase 1 to receive seed funding and proceed to Mentorship Phase 2 to turn their ideas into action.

PHASE 5. MENTORSHIP PHASE 2

Week 4-10 Create

- Plan for the next 7 weeks mentorship period the teams are expected to choose the best solution based on their learnings from research and define the solution they want to create and test.
- The teams are required to create their solution in two rounds – a first version/ prototype that can be tested.
- While creating the solution, teams have to think of the end-to-end user journey and the different parts of the solution in detail.
- These parts need to be created as real / physical / visual models and examples that are as close to what audiences will ultimately use.
- Teams are expected to finalise the Solution Development Canvas.

Week 11 Launch & Test

- The team is supposed to test the first version of their solution with audiences and partners, and a final version/prototype is to be created based on the learnings from testing
- This will be the last time testing happens before a final version of prototype is created.
- The final version is meant to be as detailed and usable as possible. The testing is meant to also be as close to the real scenario of use as possible.

PHASE 6. FINAL MEET-UP

Week 12

- The UPSHIFTers will come together to share their experiences on the implementation of their solution

For more information contact:

International Labour Organization

Plot 25/26, Katalima Crescent, Naguru | Kampala, Uganda

kampala@ilo.org www.ilo.org/prospects

UNICEF Uganda Country Office

Plot 9 George Street | P.O.Box 7047,Kampala, Uganda

kampala@unicef.org www.unicef.org/uganda

International Labour Organization

unicef for every child

IMPLEMENTATION PLANNING FORM

Name of organization: _____

Basic information of Youth Mentors:

	Lead Mentor	Co-facilitating mentor
Name *(First name, Family Name)*		
Title		
Phone		
Email		

Implementation plan

1. Programme entry point/platform for delivery of INTEGRATED UPSHIFT:
Will you be integrating UPSHIFT into an existing programme or identifying adolescents that you have not worked with before? Please share any further details that may be helpful for reference

2. Anticipated Period

Start date: _____

End date: _____

3. Implementation schedule
Describe your planned schedule for running UPSHIFT, noting the dates of sessions and bootcamp, locations you are conducting them and meeting adolescents and youth, and any other details

Activity	When	Where
1. Outreach *(1-2 weeks)* – conduct several few hours sessions		
2. Application Form Collection & Initial team selection *(for boot-camp)*		

Activity	When	Where
3. Bootcamp *(4-days)*		
4. Mentorship 1 – Plan *(Week 1)*		
5. Mentorship 1 – Research & Pitch *(Week 2-3)*		
6. Mentorship 2 – Create *(Week 4-10)*		
7. Mentorship 2 – Launch & Test *(Week 11)*		
8. Final Meet-Up *(Week 12)*		

4. Target
Include any relevant data such as in-school or out-of-school, specific programme locations etc.

Overall target number: _____

Disaggregated target:

	Male	Female	# of pregnant girls /child mothers	# of refugees *(boys; girls)*
Aged 15-19				
Aged 20-24				
TOTAL				

5. Anticipated support required
Please tell us what support you anticipate needing while running UPSHIFT

International Labour Organization

unicef
for every child

UP SHIFT

#INNOVATE4UG

INTEGRATED UPSHIFT OUTREACH GUIDE

PURPOSE OF OUTREACH

1. Build the awareness, trust, and excitement of adolescents and youth about UPSHIFT through their understanding of value proposition
2. Facilitate their application to participate to the UPSHIFT bootcamp

SUGGESTED STEPS

1. Identify the location for Outreach Sessions

Select ***appropriate locations*** for outreach through local contacts.

Examples of good outreach location are:

- Churches
- Community centers
- Youth centers
- Schools
- Existing NGO programme locations
- Other existing training facilities

The support and investment of communities and duty-bearers is vital to the sustainability of youth-led initiatives resulting from UPSHIFT bootcamp. Therefore, please ***consult with below stakeholders and inform them*** about the upcoming outreach sessions in advance:

- District officials
- Community and cultural leaders
- Adolescent and youth groups existing in the communities (if any)

2. Decide when to conduct Outreach Sessions

It is suggested to conduct several outreach sessions in different locations during the outreach period (1-2 weeks). This is where you inform interested adolescents and youth (aged 15-24) about ***UPSHIFT social innovation and entrepreneurship programme***, its purpose, essence, benefits and format and ***attract them to join*** the programme.

3. Advertise the Outreach Sessions

Once the date, time, location of outreach sessions is determined, please announce it. Below are the suggested ways of advertisement. Overall, tone needs to be conversational, informal, youth-friendly, and upbeat.

OFFLINE ADVERTISEMENT

Please use the attached sample advertisement poster for this purpose. Spread the poster in the outreach locations so adolescents and youth can have full information about the outreach session (and beyond). Posters and flyers should be used sparingly to reduce waste and printing costs but are valuable when well-placed.

If you want to spread a word in addition to the advertisement poster, please use the content of the poster. It is essential to use that specific content because information for adolescents and youth needs to be clearly delineated and uncomplicated – additional information may follow, but it's vital that they understand what they're signing up for.

ONLINE ADVERTISEMENT

Share the information via WhatsApp, locally available social media channels and other online tools. In case your organization has a significant recognition and social media presence (and can support multiple sub-brands), implements multiple programmes (and would therefore benefit from differentiating your programmes), and has the time and capacity to manage multiple channels, it is recommended to create separate pages and accounts for your event.

4. Conduct the Outreach Sessions

It should consist of the following agenda:

1. An introduction to your organization and partners
2. An introduction to INTEGRATED UPSHIFT programme (what is it, its aim, process and impact)
3. Value proposition of the UPSHIFT social innovation and entrepreneurship programme
4. Demo of the methodology – Problem tree & Stakeholders' mapping
5. Call for Application process to the bootcamp (distribution of application forms, info on deadline etc.)

VALUE PROPOSITION

This should be directly aligned to adolescents and youth motivations why they should join UPSHIFT

- Grow your social innovation and entrepreneurship skills
- Solve social challenges that you define and improve your community
- Learn to design, develop, and implement your ideas
- Connect with other young people who share your interests and passion for social good
- Win 100USD in support to make your ideas real

CALL FOR APPLICATION TO THE BOOTCAMP

Distribute the application form while announcing the following points clearly

- To be eligible, adolescents need to form a group of 4 and all members of the team must:
  - Be between the ages of 15 and 24
  - Live in [target community/village/township/town]
  - Be available to attend all four days of bootcamp
- Mentors will provide one-on-one support through following channels for application process:
  - By Phone: Call us at [number] or send an SMS at [number] and we'll help you through the Application process
  - By Email: email us at [email] for guidance
  - By WhatsApp
- The deadline to apply is [deadline] and need to be submitted [at certain location/to a specific online platform etc.]

5. Select teams who join UPSHIFT bootcamp

Once collected the application forms, select teams to the bootcamp. See below for the selection criteria:

Questions in the application form	Criteria	Score (1-5)
STEP 1 BUILD YOUR TEAM	Does the team meet the minimum criteria? • Be between the ages of 15 and 24 • All members live in the same community, village	5
STEP 2 IDENTIFY THE PROBLEM	Is the identified problem relevant and feasible for them to address through youth-led solution?	5
STEP 3 TELL THE STORY	Is the story coming from the ground?	5
STEP 4 FIND OUT THE CAUSES	Do the 3 possible causes of the problem the team identified make sense? Does the team have rational thinking?	5

6. Invite the selected teams to participate in UPSHIFT bootcamp

Communicate with the selected teams to join the 4-day bootcamp. Arrange the necessary logistics to implement the bootcamp.

For more information contact:

International Labour Organization

Plot 25/26, Katalima Crescent, Naguru | Kampala, Uganda

kampala@ilo.org www.ilo.org/prospects

UNICEF Uganda Country Office

Plot 9 George Street | P.O.Box 7047,Kampala, Uganda

kampala@unicef.org www.unicef.org/uganda

International Labour Organization

unicef for every child

INTEGRATED UPSHIFT

UP SHIFT
#INNOVATE4UG

Do you want...

To learn practical skills necessary for your future?

To contribute to your community's development?

To implement your project?

To join the group of creative and innovative peers?

To win seed funds to brush-up your project?

THEN, JOIN THE OUTREACH SESSION FOR MORE INFO!

WHAT WE OFFER:

1. 4-day bootcamp
2. Teamwork opportunity
3. Mentorship for 2-3 months
4. Funds to implement your innovative solutions

WHAT YOU BRING:

- ☑ Innovative mind
- ☑ Passion for social change
- ☑ Interested friends to come together

OUTREACH SESSION IN YOUR COMMUNITY:

Date & Time: _____

Phone: _____

Location: _____

WhatsApp: _____

PARTICIPATION IS **FREE OF CHARGE!**

International Labour Organization

unicef for every child

APPLICATION FORM

This form contains demographic information and three questions and will guide you through the registration process for INTEGRATED UPSHIFT Bootcamp.

If this looks like too much for you, don't worry, we promise it is a lot easier than it looks. In fact, all the questions are conceived for your team to submit the best candidacy possible. We will provide some guidance on the way forward.

During the workshop, we will work together to create solutions to problems in your community, but the most important step in creating an effective solution is to fully understand the problem. This guide will walk you through identifying and analysing an issue facing your community.

To be selected

Most importantly, we are looking for...

- Teams who have reflected on issues in their community and who have sought to understand both the impact of those issues on people and where they come from
- Problems that we can solve together with limited resources, and problems with great impact (problems that affect many people)

Keep this in mind and you will do very well!

Need help?

We are here to help you through the Application process. You can always contact us:

By Phone: .....

By WhatsApp: .....

Submission Deadline and format

Deadline Date:.....

Where to submit:.....

Please bear in mind you have a deadline for this application submission. Please follow the instructions announced at the end of the Outreach session.

STEP 1. BUILD YOUR TEAM

Fill in the names and required information for each team member.

Eligibility Criteria

Your team must have ideally 4 members, but at least 3 members and at most 5.

- All members of your team must be between 15 and 24 years old.
- All members of your team must live in the same area or in the nearby hills.
- Each member of your team must be available to fully participate in the four days of the bootcamp

Advice

Choose teammates with a mix of interests and skills - Your team will be better off with different types of opinions!

Team member	Name (First name, Family Name):	Date of birth:	Gender:	Residence (District, Village):	Phone:
1					
2					
3					
4					
5					

STEP 2. IDENTIFY THE PROBLEM

Tell us about a social issue that you, your family and your peers or your communities have encountered this month.

Advice

- Try to take 20 minutes with your whole team to find as many problems as possible before you come down to one.
- It is better to think small and specific than big and general. Think specifically and concretely about the problems that affect people's daily lives!
- A problem can usually be stated in 1 to 3 sentences.

STEP 3. TELL THE STORY

In a few sentences, tell us the story of a person affected by the problem.

Advice

- Ask yourself: "Who has been / is affected by the problem?" "What were the effects?" and "What happened next?"
- It should be an actual story about a real person. You can edit or omit the names if you are concerned about privacy.

STEP 4. FIND OUT THE CAUSES

As a team, think about three possible causes of the problem you have identified.

Advice

- To determine a cause, step back and ask yourself, "Why did this problem occur?" And "What actions, attitudes or existing conditions led or resulted in the problem?" Your story will help you.
- A cause can usually be stated in 1 sentence.

This is the end of the application. Thank you very much for your enthusiasm!
We look forward to having those of you selected in the INTEGRATED UPSHIFT bootcamp.

International Labour Organization

unicef
for every child

UP SHIFT

#INNOVATE4UG

INTEGRATED UPSHIFT BOOTCAMP MANUAL

INDEX

1

STAGE 1:

UNDERSTAND & OBSERVE

STAGE 1:

UNDERSTAND & OBSERVE

ACTIVITY 1–1.

WHAT IS THE PROBLEM? (1/2)

OBJECTIVE:

Sometimes we are too eager to solve a problem before we fully understand it. It happens to the most of us. This module helps us explore the effects and causes of a problem and challenge our assumptions, so we can come up with better solutions.

TOOL:

Problem Tree

- *To understand 'What the problem is', first use the Problem Tree tool to map consequences and causes. This will also help us decide where to intervene with our ideas and solutions.*

MATERIALS:

Chart papers, Post-its, pen markers

TIME:

60 mins

ACTIVITY GUIDE:

1. **START HERE! Write down the core problem on the 'trunk' of the tree**

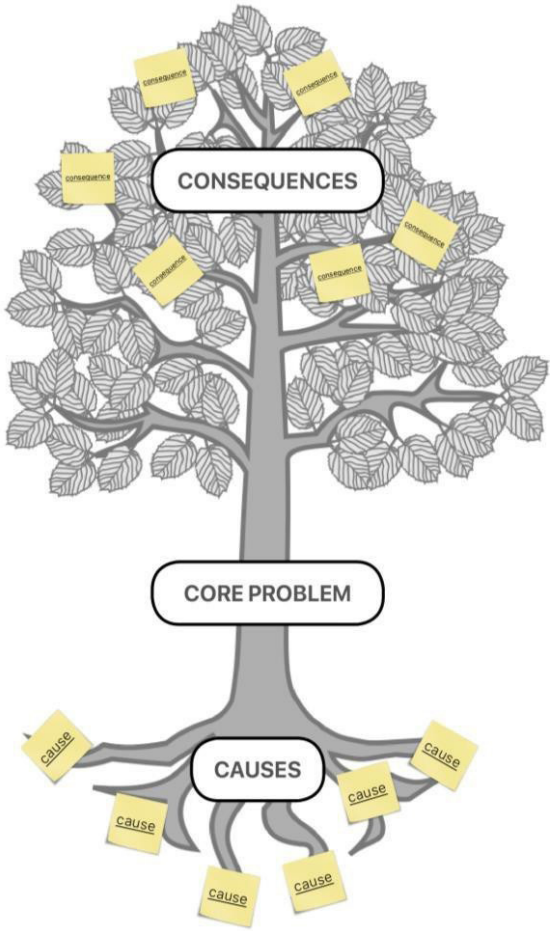
   Use an example from their lives and work on a sample problem tree together.

2. **Write down all the effects of the problem on the branches of the tree**

   Place each effect on a different branch. Come up with as many effects as you can. Also map what other smaller consequences can arise due to the main effects.

3. **Ask adolescents to come up with as many causes that lead to the problem**

   Keep prompting them till they have more than 5 causes.



HOW TO RUN THE ACTIVITY:

1. Introduction ***(5 mins)***

- Explain that a thorough understanding of the problem, causes, and consequences is key to helping us meet a need and build successful solutions.
- You might use a hypothetical situation to simplify it: imagine you're a chef in a restaurant, and the waiter brings back an order for "food" with no further details. You make chicken with a side of chips, only to have the order returned to you because the person eating is a toothless vegetarian who is allergic to potatoes!

2. Demonstration ***(15 mins)***

- Use an example and build a sample problem tree with the adolescents.
- Encourage the group to phrase a ubiquitous problem as a sample, and then place the problem the team has identified in the "trunk". Note that in business, the problem is referred to as a 'customer need'.
- Once you have written the sample problem, encourage the group to participate and name as many effects caused as a result of the problem and write them on the branches.
- Next step is to identify the causes and place/write them at the top of the "roots", nearest to the trunk. Each cause becomes one root.

3. Main Activity ***(30 mins)***

- Get teams to break into their groups and make their own problem tree based on the challenge or problem they chose.
- Mentors should go to different groups and give them pointers if they are unable to use the tool.

4. Wrap Up ***(10 mins)***

- As the activity ends, urge the group to share what they think of the tool. What did they like about it? What did they learn?
- Explain to teams that they have to come back and add new causes or consequences, or even remove them as their understanding of the problem progresses.

ACTIVITY 1-1.

WHAT IS THE PROBLEM? (2/2)

OBJECTIVE:
Go deeper into the cause of the problem and pick the ones to focus on for the UPSHIFT interventions.

TOOL:
5 Whys, Problem Tree
- *The 5 Whys is an activity which helps us to go deeper into the causes of the problem and truly understand why it happens.*

MATERIALS:
Chart papers, Post-its, pen markers, Completed problem tree chart

TIME:
60 mins

ACTIVITY GUIDE:

E.g., Problem Statement: Children keep falling sick in rural areas

How to use the 5 Whys tool	Question example
Step 1: State Here! Choose one cause written in the problem tree from the activity before, and formulate a "Why" question.	**Why do children keep falling sick?** One reason is because they do not follow basic hygiene practices (like washing hands) at school.
Step 2: Place the responses on sticky notes lower on that root, or write it below the primary cause.	**Why do they not follow these practices?** One reason is because of the lack of necessary tools to maintain hygiene (like water or soap)
Step 3: Repeat these steps, asking WHY and placing contributing causes lower and lower on the roots.	Why is there a lack of water in schools? Because schools get limited supply and a lot of water gets wasted.
Step 4: Instruct the team to try to ask "Why" questions 5 times to go 5 levels deep. Explain that there will likely be times that they can't go any further; don't push it if they feel like they've identified the root cause.	**Why does water get wasted?** One reason for waste is that people use a lot of water while washing hands or flushing.
Step 5: Have the team review their results; ask them to think about which causes they feel are most significant and why. Note: In this case having healthy children by getting them to wash hands properly becomes the goal for the problem solver.	**Why do people use so much water?** One reason is because there is currently no way to control the amount of water people use.

HOW TO RUN THE ACTIVITY:

1. Introduction ***(5 mins)***

- Explain that this technique, despite being incredibly simple, is used by top companies in the private sector (like Toyota and Google) to access root causes of big and small problems. Understanding the problem properly enables entrepreneurs and leaders to provide real solutions that address real causes/ needs of the target audience. Explain that problems can be sources of opportunities.
- Ask the group if they have given a superficial answer to a 'Why question' - for example, "Question: Why are there less opportunities for the youth? Answer: Because of the government". Such answers don't let us think of creative solutions. Going deeper into the problem by asking why many times breaks it down into simpler, solvable elements.

2. Demonstration ***(15 mins)***

- Using the sample problem tree from the activity before, choose one of the causes identified and placed at the root and use the 5 Whys to explore it in depth.
- Encourage participation from the group in building the 5 Whys.

3. Main Activity ***(30 mins)***

- Have the team apply the technique to the causes identified in their own problem tree.
- Instruct the team to try to ask "Why" questions 5 times to go deeper into the problem. Explain that there will likely be times that they can't go any further; don't push it if they feel like they've identified the root cause.
- Sometimes one might not be able to complete exactly 5 number of Whys, and that is okay. The idea is to not be stuck at a superficial answer and try asking 'Why' more than one time.

4. Wrap Up ***(10 mins)***

- As the activity ends, have the team review their results; ask them to think about which causes they feel are the most significant and why.
- They may need help in identifying the causes that are more feasible to tackle (individual/ community level issues) vs those that are too technical or systemic.

ACTIVITY 1-2.

WHO IS INVOLVED?

OBJECTIVE:

To get a better idea of the problem we are trying to solve, it is always useful to understand whom we are solving the problem for, and the stakeholders involved.

TOOL:

Stakeholder Mapping and Target group

- *By mapping the position of the stakeholders involved with the problem, we can understand how they are involved, and their relationship with the ones affected.*

MATERIALS:

Chart papers, Post-its, pen markers, Problem Tree and prioritised causes (for references)

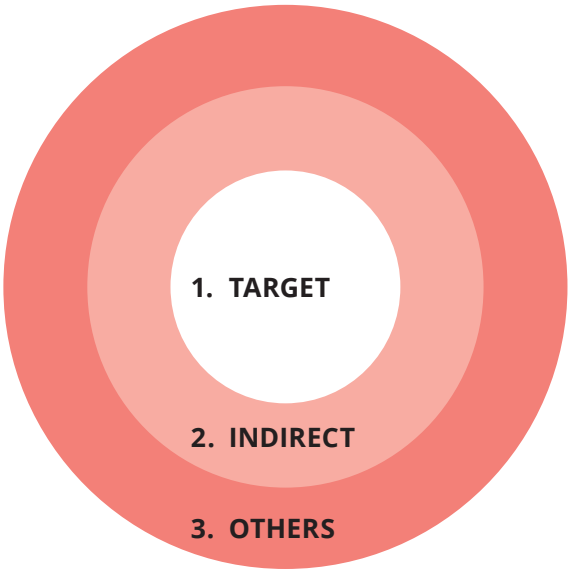
TIME:

60 mins

ACTIVITY GUIDE:

How to use Stakeholder Map and Target Groups

1. **Start from the centre!** Start by asking who directly experiences the problem you've identified. Try to be as specific as possible.
2. **Map the Indirect Stakeholders:** Ask who is indirectly impacted by the problem you've identified? These are people who may be motivated to support or otherwise participate in your solution
3. **Map Other Stakeholders:** Think about other people or groups who are connected to the problem. They might be groups that are already trying to solve the problem
4. **Reflect on Target Groups:** These are stakeholders who seem to be more important to the problem and potential solution than others.



HOW TO RUN THE ACTIVITY:

1. Introduction ***(5 mins)***

- Explain that the concept of a "stakeholder" has deep roots in business and social sciences. The term means anyone who can significantly impact a decision, or who may be impacted by it.
- A stakeholder map will answer in what way a person or a group is connected to the problem: are they directly impacted? Indirectly impacted? Do they make the problem worse? Are they trying to solve the problem? Understanding these relationships will help you build a successful solution.

2. Main Activity ***(40 mins)***

- Have teams break into their groups and map the 3 kinds of stakeholders based on the causes they have selected in the problem tree exercise.

3. Wrap Up ***(15 mins)***

- Reflect on whether some stakeholders seem to be more important to the problem and potential solution than others.
- Ask each team to mark the important stakeholders and be specific about their target group.

Note:

If you have the time, you can use a fun activity to explain the relevance of stakeholder mapping in a playful manner. Please refer to the APPENDIX A (p.14) for the activity.

ACTIVITY 1–3.

HOW TO DO USER RESEARCH

OBJECTIVE:

User research aids the participants to put aside what they know about the problem and understand it directly from the point of view of those who are affected by or involved in it. In business, this is referred to as "market research."

TOOL:

Research Methods - Interviews and Observation

- *Before doing research, one must understand all the different ways of conducting research and selecting a method that will give the best result.*

MATERIALS:

Chart papers, Post-its, pen markers

TIME:

15 mins

ACTIVITY GUIDE:

How to decide what research methods to use

	Talk to People	Observe People	Do it Yourself
What is this method?	This involves talking to target groups to understand how they see the problem.	This involves observing people interacting with a situation to see all the different aspects of the problem.	This involves experiencing the situation yourself, to better understand the other person's point of view.
When to use it?	When we want to understand the people, we are designing for. Who they are, what their actual needs, motivations and constraints are.	When we want to understand and go deeper into people's behaviours. What they do vs what they say they do is usually different.	When we want to experience the issue first hand to be able to empathise with people we observe or talk to.
How to go about using this method?	Select a location and people you would like to talk to. Make a list of questions you want to ask them. Think of how this will add benefit to your project.	Select a location and the situations you would like to observe. Reflect on what you don't know and what you need.	Select a location and the situations you would like to experience yourself. Reflect on what you don't know, and what you need.

HOW TO RUN THE ACTIVITY:

1. Introduction ***(10 mins)***

- Explain the three different research methods including what the method is about, when to use it and how to go about using that method.

3. Wrap Up ***(5 mins)***

- Ask each team if they understand the differences among the three research methods.

ACTIVITY 1-4.

CONDUCTING USER RESEARCH (1/2) – TALK TO TARGET USERS

OBJECTIVE:
Talk to target users and other stakeholders connected to the problem, and hear their needs, motivations and understand their behaviours first hand.

TOOL:
User interview

↘ *User interviews help us focus on understanding the experiences of our target users. Through this tool, adolescents will understand how to recruit users and frame open ended questions to understand their problem better.*

MATERIALS:
Notebook, pen, Problem Tree

TIME:
105 mins

ACTIVITY GUIDE:

How to do User interviews

1. Identifying and recruiting interviewees

From your Stakeholder Map, identify which groups are most closely connected to your problem and write a name for each group in boxes. This should certainly include your target group, and may also include indirect beneficiaries or key stakeholders

Target Stakeholder Group		
Group 1 Interviewee 1 Interviewee 2	Group 2 Interviewee 1 Interviewee 2	Group3 Interviewee 1 Interviewee 2

2. Develop 3-5 interview questions

Questions should help us explore our assumptions; consider asking about things you think you already know about the problem (like causes, or even stakeholders) to get a more complete understanding from the user's perspective.

- Try not to ask leading questions. A leading question encourages interviewees to give a certain kind of answer (E.g., Don't ask "How angry were you?" Instead ask "How did that make you feel?")
- Avoid yes/no questions—they don't go anywhere!
- The goal is to have users tell us a story. Every question is a starting point; you will use follow up questions to go deeper.
- Questions should start broad and concrete (E.g., "Have you ever had a problem with [your problem]?") and move to specific and abstract (E.g., "What motivated you to make that choice?")

HOW TO RUN THE ACTIVITY:

1. Introduction ***(5 mins)***

- Explain to the group that all organisations and enterprises undertake research to understand what exactly their end user's need.
- Reinforce that asking questions and listening to other people's point of view is an essential part not in only in the beginning but all the phases of design thinking.

2. Demonstration ***(10 mins)***

- Using the sample Stakeholder Map and Problem Tree diagram, show the group how one would go identifying / recruiting people to interview, location to meet them and the questions to ask them.

3. Main Activity (1/2) - Making Interview Plan ***(30 mins)***

- Adolescents will use a stakeholder map, identify the key characteristics that define each stakeholder group, for example: list down with each group name - age, gender, geographic location, occupation, educational status, ethnicity, relationship with the problem.
- With mentors, adolescents will Identify and recruit specific people that represent these groups.
- Ask adolescents to look at the problem tree and the causes they have identified to intervene in.
- Ask them to write down the 3-5 key questions that they need to understand and ask their target groups about the reasons to the causes.

4. Main Activity (2/2) - Interviewing ***(60 mins)***

- Adolescents go into the field to conduct interviews. Tell them to divide themselves in groups of two and define the number of interviews they will conduct.
- Ask them to gather and record what they did, said, felt and thought when they went through different steps.
- Ask them to encourage storytelling through follow up questions ("Tell me more about that."; "How did that affect your day?"; "How did that make you feel?" etc).

Note:

In case of younger adolescents (<18 years old) mentors may need to accompany them to the field.

ACTIVITY 1-4.

CONDUCTING USER RESEARCH (2/2) – OBSERVE OR EXPERIENCE THE PROBLEM

OBJECTIVE:
Observe or personally experience the issue as the target user, by going to the environment or facing a similar situation.

TOOL:
Observation Guide

- *The key with observation is to really take the time to look and make note of what you see. This helps get a real understanding of the world from the perspective of the people you are solving a problem for.*

MATERIALS:
Notebook, pen, list of places and situations one wants to experience

TIME:
90 mins – Planning (30 mins) + Going to location and observing (60 mins)

ACTIVITY GUIDE:

How to do observation

1. **Identifying what and who needs to be observed / experienced**

   From your stakeholder map, identify which groups and the locations / time in which they need to be observed.

   For example, if the problem area is hand hygiene in schools, a key audience to observe would be students; a key place to observe would be near the bathrooms in the school (taking all protection risks into account and ensuring students are safe), or a key time to observe would be before students eat lunch/ or after they use the bathrooms.

2. **Do it yourself**

   Sometimes one might feel shy or weird to observe others. Personal experience can be one of the most powerful tools in gaining an understanding of an area and uncovering information. This can be achieved through a visit to the environment, or by using a particular object, or stepping through a particular process. For example, in the same situation, students can use the bathroom in a school and experience the process of hand washing and the challenges faced by themselves.

3. **Record key observations**

   Ask the adolescents to make a note of what they saw, did, thought or felt when they observed or themselves experienced a situation.

Note:

After the explanation of the above, teams need to go out to field and practice it.

APPENDIX – ACTIVITY IDEAS

APPENDIX A: IT TAKES A VILLAGE

Play-based activity to explain stakeholder mapping and target groups

Materials: 15 cards with roles written on them, ball of string

People: 15 pax

Activity Guide:

1. Ask 15 adolescents to volunteer for a small and quick activity.
2. Make 5 adolescents stand in the centre and give them a card each saying - 8-year-old child, Elder sister, Mother, Father and Grandparent. We will call them Group 1.
3. A second group of people stand in a circle around Group 1 with cards that read – Neighbour, Distant uncle, Teacher, Friend and Shopkeeper.
4. Circling Group 2 stands a third group of people with cards - Fireman, Police officer, Health Worker, Village leader and Media.
5. Once the adolescents are standing in these three circles give the end of a string to the person holding the card that says '8-year-old child'.
6. Tell them they are sleeping in the house, and see a fire coming towards them from the window. What will they do? Why?
7. As they answer (for example I will wake up my elder sister) give the end of the string to them, and ask them how they will respond and why.
8. Keep doing this till you reach the members of Group 3 or till they have no more people to ask for help.
9. At the end of the game reflect on how a problem like fire, required many people to intervene. Some of them were more useful than others.
10. Draw parallels between the stakeholder map and target group using this activity.

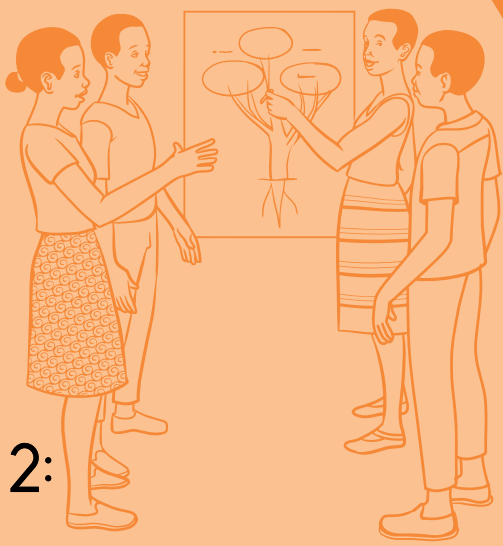
APPENDIX B: ANIMAL, INSECT AND BIRD

Play-based activity to explain observation (and empathy during research)

Activity Guide:

Animal, Insect, Bird Stories - Participants create a story from the perspective of an animal, bird or insect and role-play the story.

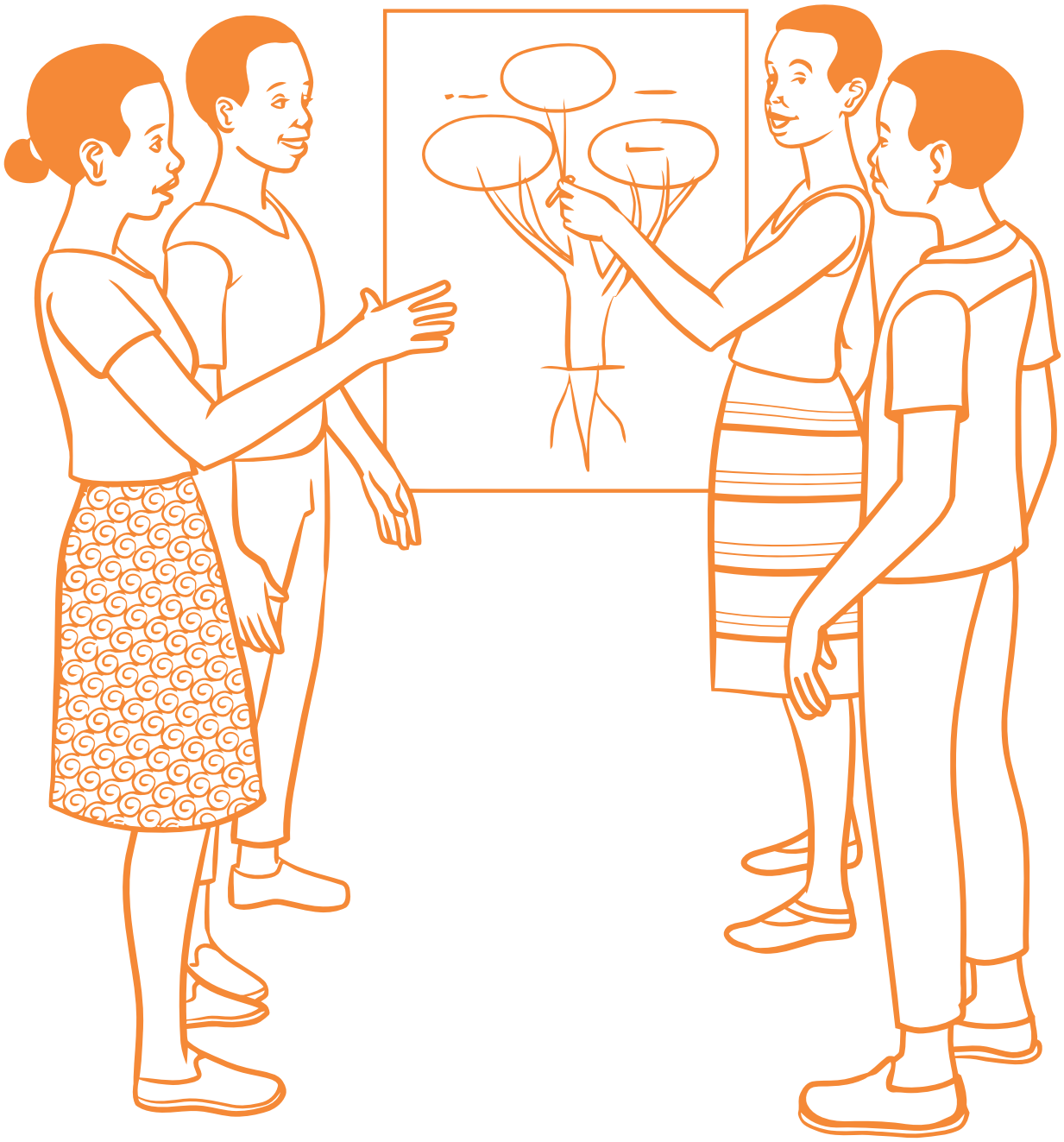
1. Mentor says - "Empathy is putting ourselves in another person's place and trying to understand a feeling or situation from their perspective. This is probably something you have done before, without even realising it."
2. Let a few adolescents respond and share examples of them thinking from another person's perspective.
3. Mentor says - "Today we are going to practice some empathy exercises by thinking from the perspective not of another person, but of an animal, bird or insect. Close your eyes and imagine that you are one of the three - How big or small are you? Where are you sitting or standing?"
4. Adolescents will get into small groups of 3-4 participants. Each adolescent should stay in the character of the same insect, animal or bird. Their task is to create/improvise a small role-play about what happens when their characters interact.
5. Invite each group of participants to perform their role-play.
6. After the role-play, discuss - What did it feel like to think about the perspective of a bird, animal or insect? How did you see the other characters in your story? How did you see the world differently?
7. After the activity, tell adolescents we will be gathering stories from the point of view of human characters now. Start by imagining people from the target group with different characteristics and go out and observe them to be able to see things from their point of view.



2 STAGE 2: DESIGN

STAGE 2:

DESIGN



ACTIVITY 2-1.

WHO ARE YOU SOLVING FOR?

OBJECTIVE:
To better understand the people who will be affected by the solution, it is useful to create their profiles, which we can refer to when coming up with solutions or prototyping.

TOOL:
Personas, Stakeholder Map & Target Group

↘ *Personas are fictional "characters" we create to represent a group of stakeholders - we assign that persona the characteristics, needs, and behaviours of that group.*

MATERIALS:
Chart papers, Post-its, pen markers

TIME:
60 mins

ACTIVITY GUIDE:

How to build a persona

1. Identify important target audiences, customers and consumers who will be the most affected by your solution, and the ones who will influence your solution.
2. Start creating persona profiles that reflect the characteristics or behaviours of the group. You can also add a picture if you like! If not, then sketch instead.
3. Try and include smaller details of the groups you are trying to represent. The more detailed the persona is, the more accurately you will be able to create your solutions.
4. Refer to interviews from the research when filling in details for the personas.

(Demographics)
Name:
Age:
Gender:

(About)
Background:
Do like/Dislike:

(Goals)
What he/she wants in life

(Motivations)
What/who motivate him/her to achieve his/her goals

(Frustrations)
What difficulty he/she has in achieving what he/she wants

HOW TO RUN THE ACTIVITY:

1. Introduction ***(5 mins)***

- Explain that we have a much easier time relating to, understanding, and designing a solution for one specific, well-defined person than we do a large, collective group.
- Explain that professionals in fields from advertising to software design agree that it's easier to build for one person than a group, and have developed a method to help us do just that - called personas.

2. Demonstration ***(10 mins)***

- Take the participants through examples and use the flipcharts to do an example with them.

3. Main Activity ***(40 mins)***

- Ask the teams to create personas for their target groups.
- Suggest that teams could try and develop 1 persona each for their target groups.
- Go around the room and help teams with the framing of their challenges.

4. Wrap Up ***(5 mins)***

- Close with observations you may have from helping the teams.
- You may ask 1-2 teams to share their personas.

ACTIVITY 2–2.

WHAT IS THE GOAL?

OBJECTIVE:

To keep the problem solver focused on the most important causes and on the target group while solving the problem. To move forward from an understanding of the problem to the creation of a solution.

TOOL:

Solution Goal Statement, Problem Tree & 5 Whys

- *The Solution Goal is a statement that defines the overall strategy adopted by the problem solvers. It connects the overall problem, the cause of the problem, the target audience in a solution focused manner.*
- ***Note:** Your Solution Goal is based on your choice of the cause you want to address as a problem solver. Choose your causes carefully after due consideration.*

MATERIALS:

Chart papers, Post-its, pen markers.

TIME:

30 mins

ACTIVITY GUIDE:

How to frame your Solution Goal Statement

E.g., Problem Statement: Children keep falling sick in rural areas

Steps	Question example
1. Start with the roots of the Problem Tree and the causes identified using the 5 Whys activity. Go through all the causes.	**Why do children keep falling sick?** *One reason is because they do not follow basic hygiene practices (like washing hands) at school.*
	Why do they not follow these practices? *One reason is because of the lack of necessary tools to maintain hygiene (like water or soap)*
	Why is there a lack of water in schools? *Because schools get limited supply and a lot of water gets wasted.*
	Why does water get wasted? *One reason for waste is that people use a lot of water while washing hands or flushing.*
	Why do people use so much water? *One reason is because there is currently no way to control the amount of water people use.*
2. Frame your Solution Goals	**SOLUTION GOAL** Prevent school students from falling sick by getting them to wash their hands while conserving water. **BUSINESS SOLUTION** Prevent school students from falling sick by supplying handwashing facilities that save water.

HOW TO RUN THE ACTIVITY:

1. Introduction *(10 mins)*

- Explain the objective of doing the exercise.
- Explain how a Solution Goal can be framed.
- Take the participants through examples from the presentation or use the flipcharts to do an example with them.

2. Main Activity *(15 mins)*

- Ask the teams to review the causes they have identified from the Problem Tree and '5 Why' Exercise (from Activity 1-1).
- Ask the teams to choose the most important problem causes to address (based on what they learned from the research).
- Suggest that teams should try and develop 2-3 versions of their Solution Goals and choose one from them.
- Go around the room and help teams with the framing of their challenges.

Note:

How to Choose a 'Cause' to address problem

- *Base the choice of a cause on what was learnt from research. Avoid assumptions.*
- *A good cause is one that you can develop a solution for with limited resources.*
- *Choose a cause you are excited to solve!*
- *You may choose more than one cause but prioritise the most important one.*
- *Choose a cause that you feel if addressed will create real change.*
- *Do not only focus on high level causes but choose from deeper causes.*

3. Wrap Up *(5 mins)*

- Close with observations you may have from helping the teams.
- You may ask 1-2 teams to share their Solution Goals.

ACTIVITY 2–3.

WHAT IS THE CHALLENGE?

OBJECTIVE:
To approach problem solving in an actionable, solution oriented, and open manner. A well-defined 'Challenge' is crucial for problem solving to be relevant and exciting.

TOOL:
How Might We? questions, Solution Goal, Problem Tree & 5 Whys

- *How Might We? questions are a simple way for problem solvers to look at their Solution Goal in a manner that can generate ideas. How Might We? questions can be framed in different ways to generate different kinds of ideas and solutions.*

MATERIALS:
Chart papers, Post-its, pen markers

TIME:
40 mins

ACTIVITY GUIDE:

How to frame 'Challenge Statements'

How might we ADDRESS CHOSEN CAUSES through POTENTIAL ACTIONS?

E.g., Problem Statement: Children keep falling sick in rural areas

1. Refer to your Solution Goal

E.g., Prevent school students from falling sick by getting them to wash their hands while conserving water

2. Outline 'Challenge Statements' based on the Solution Goal

While you may arrive at an immediate/obvious 'How Might We' challenge from the goal, you may also want to experiment with other versions of 'How Might We' statements. You can then choose a statement that seems exciting and still focused on the Design Goal.

E.g.,

a. **How Might We** get students to wash or clean hands without using water?

b. **How Might We** get students to wash hands using less water?

c. **How Might We** get students to carry extra water from home to wash hands before eating?

Tip: *'How Might We' challenge statements should not be too broad or too narrow*

HOW TO RUN THE ACTIVITY:

1. Introduction ***(5 mins)***

- Explain the objective of doing the exercise.
- Explain how a challenge statement can be framed.

2. Demonstration ***(10 mins)***

- Take the participants through examples from the presentation and use the flipcharts to do an example with them.

3. Main Activity ***(20 mins)***

- Ask the teams to place their Solution Goal before them and refer to the Problem Tree and 5 Whys.
- Ask the teams to try and frame a number of 'Challenge Statements'.
- Let teams develop their 'Challenge Statements'.
- Go around the room and help teams with the framing of their challenges.
- Ask the team to choose their most promising challenge statements.

4. Wrap Up ***(5 mins)***

- Close with observations you may have from helping the teams.

ACTIVITY 2–4.

BRAINSTORMING IDEAS

OBJECTIVE:

To generate as many creative ideas as possible. The greater number of ideas there are - better the chance that great ideas and solutions will be found.

TOOL:

Brainstorming Tools - First Idea + Crazy Idea, Open Brainstorming, What If, Brainstorm as Your Target Audience, Combine Ideas. Also, 'How Might We' Challenge Statement

- *Brainstorming tools help problem solvers come up with ideas. Using different kinds of tools helps problem solvers come up with different kinds of ideas. Similar ideas can be brought together as the last step of brainstorming.*

MATERIALS:

Chart papers, Post-its, pen markers

TIME:

80 mins

ACTIVITY GUIDE:

How to brainstorm

The 'How Might We' Challenge Statements are what the ideas should be generated for.

Brainstorming Tools	Description
First Idea + Crazy Idea	What is the first idea that comes to mind? What is a crazy idea that comes to mind?
Open Brainstorming	Any and every idea that comes to mind.
What if?	**Example:** How Might We get students to clean hands properly while using less water? **What if the solution...** • Is an object or thing (Ex: A water meter) • A service or process (Ex: Only 200 ml water) • A person (Ex: A helper keeping check) • An Interaction (Ex: Automatic on/off water) • A communication (Ex: A Campaign Poster)
Brainstorm as Your Target Audience	What are ideas that helpful target audiences could come up with? (E.g., What kind of ideas would children come up with? What idea would parents come up with?)
Combine Ideas	Which ideas are similar? Which ideas can be combined into one bigger, better idea?

Note: *DO NOT introduce all the tools together. They are supposed to be used as rounds of brainstorming. Altogether will be difficult for the teams to understand.*

HOW TO RUN THE ACTIVITY:

1. Introducing the Activity ***(10 mins)***

- Explain the objective of doing the exercise.
- Introduce the participants to the 'Brainstorming Principles'

2. Main Activity ***(65 mins)***

- Share that there will be 5 rapid rounds of brainstorming.
- Suggest to the participants that they may want to first come up with ideas individually and then discuss as a group.
- Remind teams to have their 'How Might We' Challenge in front of them and they have to come up with relevant ideas.

Steps:

1. Run the brainstorm rounds
2. First Idea + Crazy Idea (5 mins)
3. Open Brainstorming (15 mins)
4. What If (15 mins)
5. Ideas from Stakeholders (15 mins)
6. Combine Ideas (15 mins)

3. Wrap Up ***(5 mins)***

- Close with observations you may have from helping the teams.

TIPS: Brainstorming Principles

- Encourage wild ideas and don't judge if they will work yet.
- Come up with as many ideas as possible - go for quantity!
- Record everything! Don't miss out on important thoughts and discussions.
- Build on the ideas of others and stay focused on the topic while discussing.
- Encourage one conversation at a time so each idea gets full attention.
- Iterate! Most times solutions are not obvious.

Note:

As a facilitator, you will need to help the team with ideas if you feel they are out of ideas or stuck on the same set of ideas. While brainstorming is enjoyable, it can also be potentially stressful for the problem solvers.

ACTIVITY 2–5.

WHAT IS THE SOLUTION?

OBJECTIVE:
To take the first step in moving from an idea to something that can be implemented. Adding detail to ideas helps others understand them and provide better feedback.

TOOL:
Solution Summary, Brainstorming Ideas, 'How Might We' Challenge Statement, Solution Goal

- *The 'Solution Summary' is a tool that helps build detail into an idea so that it is not just a thought but something that can be understood by people. It focuses on identifying actions, objects, people and places involved in the idea.open ended questions to understand their problem better.*

MATERIALS:
Chart papers, Post-its, pen markers.

TIME:
60 mins

ACTIVITY GUIDE:

How to develop Solution Summary

E.g., Solution Goal Statement: Prevent school students from falling sick by getting them to wash their hands while conserving water.

Questions to consider	Example
What is the solution?	**Germ Killer:** Little bit of Water + Disinfectant. No need for soap. Saves water, cleans hands!
What are different activities involved?	Children are given a small amount of germ killer water before eating. Clean and wipe hands.
What are the different objects involved?	Germ killer water for which we need clean water and some disinfectant (not too strong smell)
Who are the people involved?	Some to make the product, someone to give to schools, and someone to see if kids use
Where is this happening?	Making is happening at our (team's) homes and use is happening at school
Can you draw the solution	Yes

HOW TO RUN THE ACTIVITY:

1. Introduction ***(10 mins)***

- Explain the objective of doing the exercise.
- Explain how a 'Solution Summary' can be filled out.
- Take the participants through examples from the presentation or use the flipcharts to do an example with them.

2. Main Activity ***(45 mins)***

- Ask the teams to choose their top 2-3 ideas to develop the summaries for.
- Tell the teams that while they may have selected 2-3 ideas, they may also use other ideas (that have been left out) which as a part of the solution.
- Let teams develop their 'Solution Summaries'.
- Go around the room and help teams in filling their summaries.

3. Wrap Up ***(5 mins)***

- Close with observations you may have from helping the teams.

ACTIVITY 2-6.

CO-CREATE WITH TARGET AUDIENCE

OBJECTIVE:

To collect feedback from target audience and co-create better solutions with them. Feedback at this stage allows problem solvers to understand the user needs and improve their ideas before they commit to prototyping.

TOOL:

Feedback Questionnaire, Solution Summary

- *Feedback & Co-creation: Co-creation means working with others to create a better solution for something. Interviews are often used to collect feedback and to co-create.*

MATERIALS:

Chart papers, Post-its, pens, markers.

TIME:

60 mins

ACTIVITY GUIDE:

1. For each idea, plan how to get more information through research by completing the form below:

Potential Solution:	
What do I need to find out?	
Who will I talk to?	What questions to ask?
E.g., Current users/ customers	• What is the main thing you look for in this product or service? • What makes or would make you choose this one over others? • What makes you choose a shop over others for this product? • How often do you buy this product or service? • How much are you willing to pay for it? • How could I convince customers to choose me over competitors?
E.g., Suppliers	• What products or services can you offer me for my business idea? • Do you deliver or do I have to come pick these products at your store? • What makes your products or services better than those from other suppliers?
E.g., Other providers of the solution	• What type of users is this provider serving? Do I want to serve the same types of users/customers, or are there other types I can focus on? • How did this provider organise their work? How do they deliver? Are there any ideas from this provider useful for my solution? • How will I differentiate myself from them? (Innovation/ Added value)

2. Collecting the Feedback & Co-creation with audience as follows:
   - Teams to share their solution summaries with target audience
   - Teams to ask questions to gather feedback and improve solution.
     i. Does the solution address the cause and problem?
     ii. Is the solution easy to understand/to use? Would it be easy to sell?
     iii. Which parts of the solution work well and Why? Which don't work well and Why?
     iv. Do you have suggestions for us to improve the solution?

HOW TO RUN THE ACTIVITY:

1. Introduction ***(10 mins)***

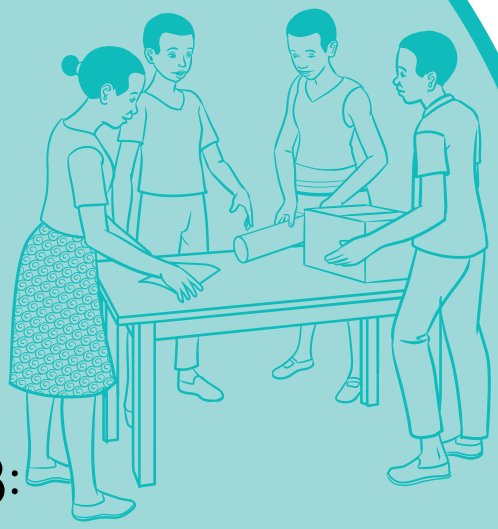
- Explain the objective of doing the exercise.
- Explain what 'Feedback collection and Co-creation' means.
- If there is no time to meet actual users, tell the participants that members of other teams will be playing the role of 'Target Audience' and providing them with feedback.
- Ask the teams to nominate 1-2 members to present their ideas to others. The other members can play the role of 'Target Audience' and provide feedback to other teams.

2. Main Activity ***(45 mins)***

- Remind the teams to ask relevant questions.
- Ensure there are feedback takers (at least 1) and feedback givers (at least 2) for all teams.
- Tell the participants that the activity will be run in two rounds of 20 minutes each.
- Conduct the activity in two rounds.
    - Round One (20 mins)
    - Round Two (20 mins)
- Go around the room observing teams present and give your inputs as a 'Target Audience'.

3. Wrap Up ***(5 mins)***

- Close with observations you may have from helping the teams.
- As this activity is the close of Day 2, let teams know that they have time outside of the workshop to work on their ideas to improve them.
- Teams can still go through the 60 mins activity as explained above to start with.
- Encourage participants to take their solution summaries to actual users.
- Encourage teams to visually represent solutions for easier feedback collection.
- Let teams know that they can develop new ideas and solutions to test.
- Direct teams to record the feedback they receive and also who provided it.

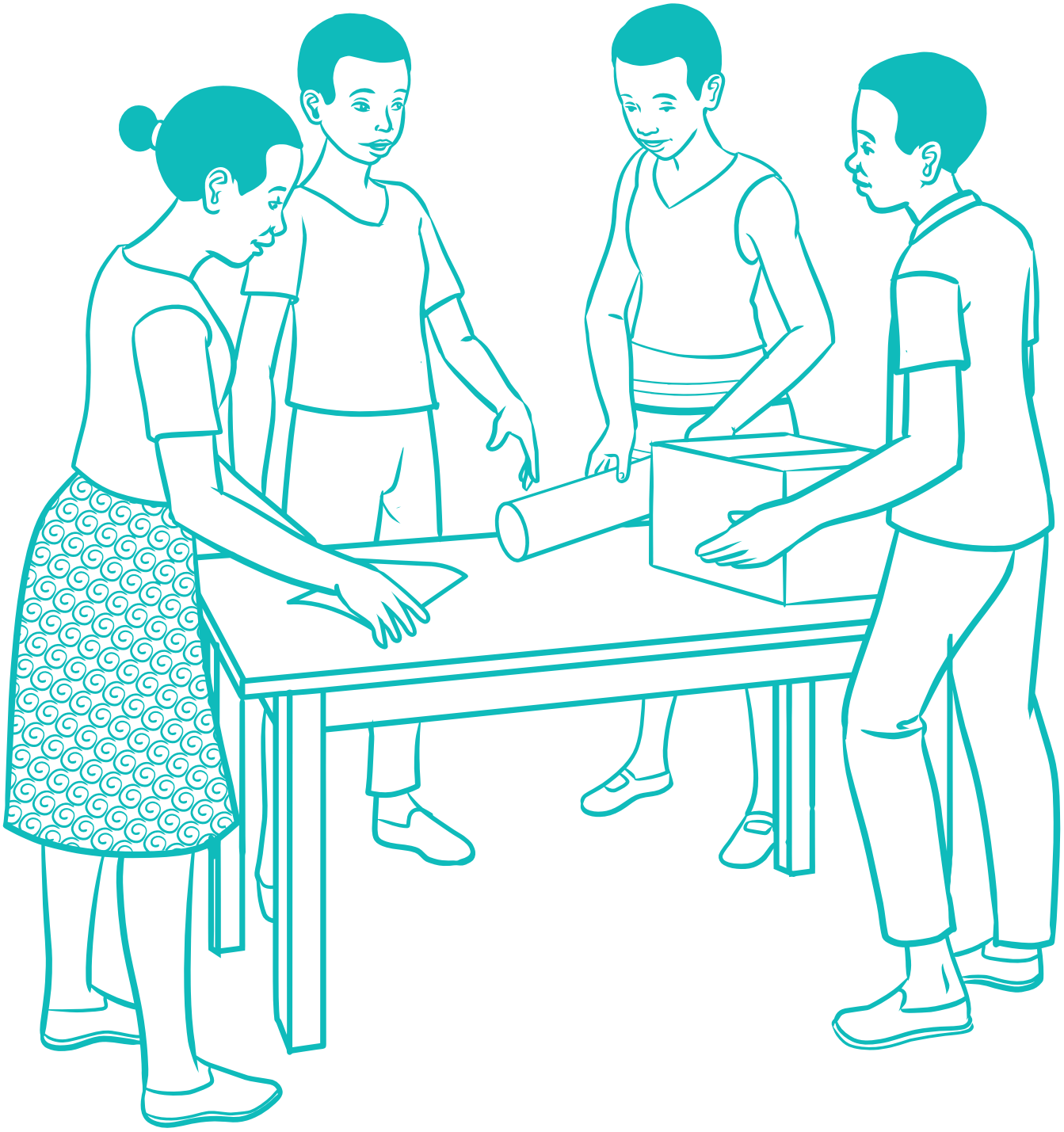


STAGE 3:

BUILD & TEST/ START YOUR BUSINESS

STAGE 3:

BUILD & TEST / START YOUR BUSINESS



ACTIVITY 3-1.

WHAT IS THE BEST SOLUTION?

OBJECTIVE:
Choose the best solution based on learnings from testing the ideas with users.

TOOL:
'Choose the best solution', Solution Summary, Challenge Statement, Brainstorming

- *Choosing Solution: Identifying the enablers (what works) and disablers (What doesn't) in relation to your idea will help you plan for possible setbacks in building and testing your solutions*

MATERIALS:
Chart papers, Post-its, pen markers

TIME:
60 mins

ACTIVITY GUIDE:

How to choose the best solution

1. List your solutions on one side.
2. Based on the feedback write down what works well for the solutions.
3. Then, as a last step write down what doesn't work well for the solutions.
4. Choose the solution that has more positives than negative

Tool 1: Choose the best solution

E.g., Solution Goal Statement: Prevent school students from falling sick by getting them to wash their hands while conserving water.

	WHAT WORKS?	WHAT DOESN'T?
SOLUTION 1 **Germ Killer Water**	Building the right tools to dispense the germ killer water	Lack of clean water supply
SOLUTION 2 **Campaign about hygienic practices**	Local organisation helping the children build materials for the campaign	Lack of support from schools Campaign not enough
SOLUTION 3 **Better use of limited water**	Support from school faculty and staff to regulate water use	No one to control

TOOL 2: SOLUTION-SCREENING CHART

Explain that the next step will be to check if the final set of 1-3 ideas is really worth pursuing further. Introduce the Micro-Screening Chart and give examples of each screening criterion.

Example of screening criterion:

- **Skills and Competencies:**

  Assess the extent to which you possess the required skills (manual, personal, social). If you do not have all the required skills yourself, try and see if you can find someone else with these skills to help out.

- **Resources**

  a. Available equipment: Remind the participants that when using some types of equipment, one also needs certain skills. In other situations, the desired equipment might not be available locally, or cannot be easily repaired, or is simply too expensive.

  b. Access to raw materials: Reiterate that any economic activity needs essential inputs, such as raw materials. This material is either transformed into another product (production), utilised for providing a service, or simply sold at a higher price (trading). If all the raw material required is readily available throughout the year, then give a high rating. But if there are problems or seasonal fluctuations in availability and price, then the rating needs to be lower accordingly.

  c. Financial resources: When creating a new solution, there is often a need for financial resources to be able to buy equipment, land or other expenses. Cash will mainly be required for the day-to-day activities. A very positive rating would only apply if participants think they have all the money required to create the solution. An extremely low rating indicates that they cannot avail of anything in cash or savings.

- **User needs:**

  The need for a product or a service means the extent to which it is sought after by users, including individuals, institutions and other businesses. The need is also related to the ability of users to pay. They may have a need for a product or service but no money to pay for it. In this case, the rating is low.

- **Other providers:**

  When there are many other providers in the community offering the same product/ service, the usage of the solution will have less impact.

Explain that for each criterion, you have to put as many smiling, indifferent or sad faces as necessary, depending on the extent to which that criterion is satisfied. The solution that receives the most smiling faces is judged the most feasible. Accordingly, those criteria that receive few or no smiling faces at all or even receive indifferent and sad faces, represent difficulties in the development of the product or service idea.

The rating takes place on a scale for each of the criteria as follows:

Micro-Screening Chart

Use the following symbols

Very good or positive

Good or reasonable

Indifferent

Difficult or negative

Very difficult or negative

For example, with regard to the selection criterion 'User need', 2 unhappy faces (on the bottom) indicate that there is no need at all for this product or service; and 2 smiling faces (on the top) show the need to be high at any time. Usually, the ratings are between one unhappy and one happy face.

Ask the teams to present their favourite solution and show their team's rating with the 'faces'. Invite other participants to give their comments.

Screening Criterion	Idea/Solution 1	Idea/Solution 2	Idea/Solution 3
1. Skills & Competencies			
2. Access to resources (Human and material)			
3. Access to equipment			
4. Access to financial resources			
5. User/community needs			
6. Added value compared to other providers			
Score			

HOW TO RUN THE ACTIVITY:

1. Introduction ***(10 mins)***

- Explain the objective of doing the exercise.
- Explain how the 'Choose the best solution' and solution screening chart exercise works.
- Take the participants through examples from the presentation or use flipcharts to do an example with them.

2. Main Activity ***(45 mins)***

- Ask the teams to have all the feedback they have received with them as they do this activity.
- Tell the teams that for each of their solutions, they need to write down what works well and what doesn't work well - they can add to what users have said so that the analysis is comprehensive.
- Let teams go through their 'Choose the best solution' process.
- Go around the room and help teams in choosing their best solution.

3. Wrap Up ***(5 mins)***

- Close with observations you may have from helping the teams.

ACTIVITY 3–2.

HOW DO I BUILD MY SOLUTION?

OBJECTIVE:

Build tangible version of the whole solution or part of it to test with users and capture learnings. But before building a decision on what can and should be prototyped (so that users can provide meaningful feedback) is to be made.
Build a concrete business strategy to have a clear plan of how the business will work.

TOOL:

Prototyping methods - Role play, storyboard, paper prototype, and physical models

MATERIALS:

Chart papers, Post-its, pen markers

TIME:

60 mins

ACTIVITY GUIDE:

Four types of prototyping methods are shown below

There are many different techniques/methods to prototype a solution, but some methods fit certain kinds of ideas better than others. Using the right methods could get you the right feedback.

Prototyping methods	Description
1. Role Plays	The best method to show how people interact with each other
2. Storyboards	Great method to show anything happening from start to end.
3. Paper prototypes	The best method for things such as websites, apps, posters, forms, menus.
4. Physical models	The right method for prototyping objects that are part of the solution.

HOW TO RUN THE ACTIVITY:

1. Introduction ***(10 mins)***

- Explain the objective of doing this activity.
- Explain how the different "Prototyping Methods" work.
- Take the participants through examples while explaining the methods.

2. Main Activity ***(30 mins)***

- Ask the teams to go through their solution and identify how they can use the different prototyping methods.
- Tell the teams that they should consider all the different parts of their solution and identify how each part can be prototyped.
- Also, instruct the teams to choose what they think are the most important things (at least 3) to prototype and why.
- Go around the room and help teams in deciding what they should be prototyping and how.

3. Wrap Up ***(20 mins)***

- Ask teams to share which 3 parts of the solution they have chosen as the most important to prototype and why.
- Close with observations you may have from helping the teams.

Note:

Some Prototyping Tips

- Storyboards are always a good way to show how something will be used.
- Always keep the target audience in mind - what would they like to test?
- Prototypes must represent meaningful and important parts of the solution.
- Prototypes should be simple to understand and give feedback for.
- Prototypes are not supposed to be perfect and beautiful; it is ok to be rough.

ACTIVITY 3-3.

RAPID PROTOTYPING

OBJECTIVE:

Build multiple versions of the solution as quickly as possible to test with target audiences. Having multiple prototypes helps users provide better feedback.

TOOL:

Prototyping methods - Role play, storyboard, paper prototype, and physical models

MATERIALS:

Chart papers, Post-its, pen markers, cardboard, tape, coloured sheets, scissors, plastic sheets, net, wooden sticks, playdough or clay, rope, woollen strings, cloth, and a number of other stationery and building material that are used for model making.

TIME:

90 mins

ACTIVITY GUIDE:

1. Let teams choose how and what they wish to prototype
2. Teams to create at least 3 Prototypes which can be:

- **CHOICE 1:** 3 Prototypes of the same part of the solution
- **CHOICE 2:** 3 Prototypes of 3 different parts of the solution

Note: *Rapid prototyping is done so that problem solvers do not spend too much time trying to perfect a prototype and instead focus on testing different parts of the solution to learn from mistake.*

HOW TO RUN THE ACTIVITY:

1. Introduction ***(10 mins)***

- Explain the objective of doing this activity.
- Explain the concept of 'User Testing'.
- If there is no time to meet actual users, tell the participants that members of other teams will be playing the role of 'Target Audience' and providing them with feedback.
- Ask the teams to nominate 1-2 members to present their ideas to others. The other members can play the role of 'Target Audience' and provide feedback to other teams.

2. Main Activity ***(50 mins)***

- Remind the teams to ask relevant questions to the testers.
- Ensure there are feedback takers (at least 1) and feedback givers (at least 2) for all teams.
- Tell the participants that the activity will be run in three rounds of 15 minutes each.
- Conduct the activity in three rounds –
    - Round One (15 mins)
    - Round Two (15 mins)
    - Round Three (15 mins)
- Go around the room observing teams present their prototypes and give your inputs as a 'Target Audience'.

3. Wrap Up ***(30 mins)***

- Ask the teams to share their prototypes and the feedback they received from the testers.
- Close with observations you may have from helping the teams.

Note:

If it is feasible, then encourage the teams to go and test their prototypes with actual users. Ask them to record the feedback they receive in the form of video shot on their phones if available.

ACTIVITY 3-4.

TEST WITH TARGET AUDIENCE

OBJECTIVE:

To collect feedback from target audience to refine the prototype and design a better solution. Feedback at this stage allows problem solvers to improve their ideas before they finalise their solution.

TOOL:

User Testing

- *User testing means letting the target audience interact with the prototype and provide feedback. Once there is a prototype a user does not need to imagine the solution - it becomes more obvious to them and they are able to provide better feedback. A feedback questionnaire is used to record feedback given by testers.*

MATERIALS:

Chart papers, Post-its, pens, markers.

TIME:

90 mins

ACTIVITY GUIDE:

How to collect feedback and co-creation with target audience

1. Teams to share their solution summaries with target audience.
2. Teams to ask questions to gather feedback to improve solutions.
    - Does the prototype help the user understand the solution proposed?
    - Do you have suggestions for us to improve the prototype?
    - Does the prototype help you decide if you want to use this solution?
    - Do you have suggestions for us to improve the overall solution?

HOW TO RUN THE ACTIVITY:

1. Introduction ***(10 mins)***

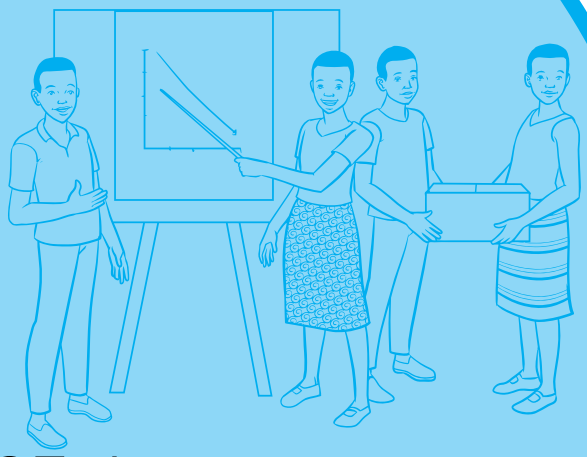
- Explain the objective of doing this activity.
- Explain the concept of 'User Testing'.
- If there is no time to meet actual users, tell the participants that members of other teams will be playing the role of 'Target Audience' and providing them with feedback.
- Ask the teams to nominate 1-2 members to present their ideas to others. The other members can play the role of 'Target Audience' and provide feedback to other teams.

2. Main Activity ***(50 mins)***

- Remind the teams to ask relevant questions to the testers.
- Ensure there are feedback takers (at least 1) and feedback givers (at least 2) for all teams.
- Tell the participants that the activity will be run in three rounds of 15 minutes each.
- Conduct the activity in three rounds:
    - Round One (15 mins)
    - Round Two (15 mins)
    - Round Three (15 mins)
- Go around the room observing teams present their prototypes and give your inputs as a 'Target Audience'.

3. Wrap Up ***(30 mins)***

- Ask the teams to share their prototypes and the feedback they received from the testers.
- Close with observations you may have from helping the teams.



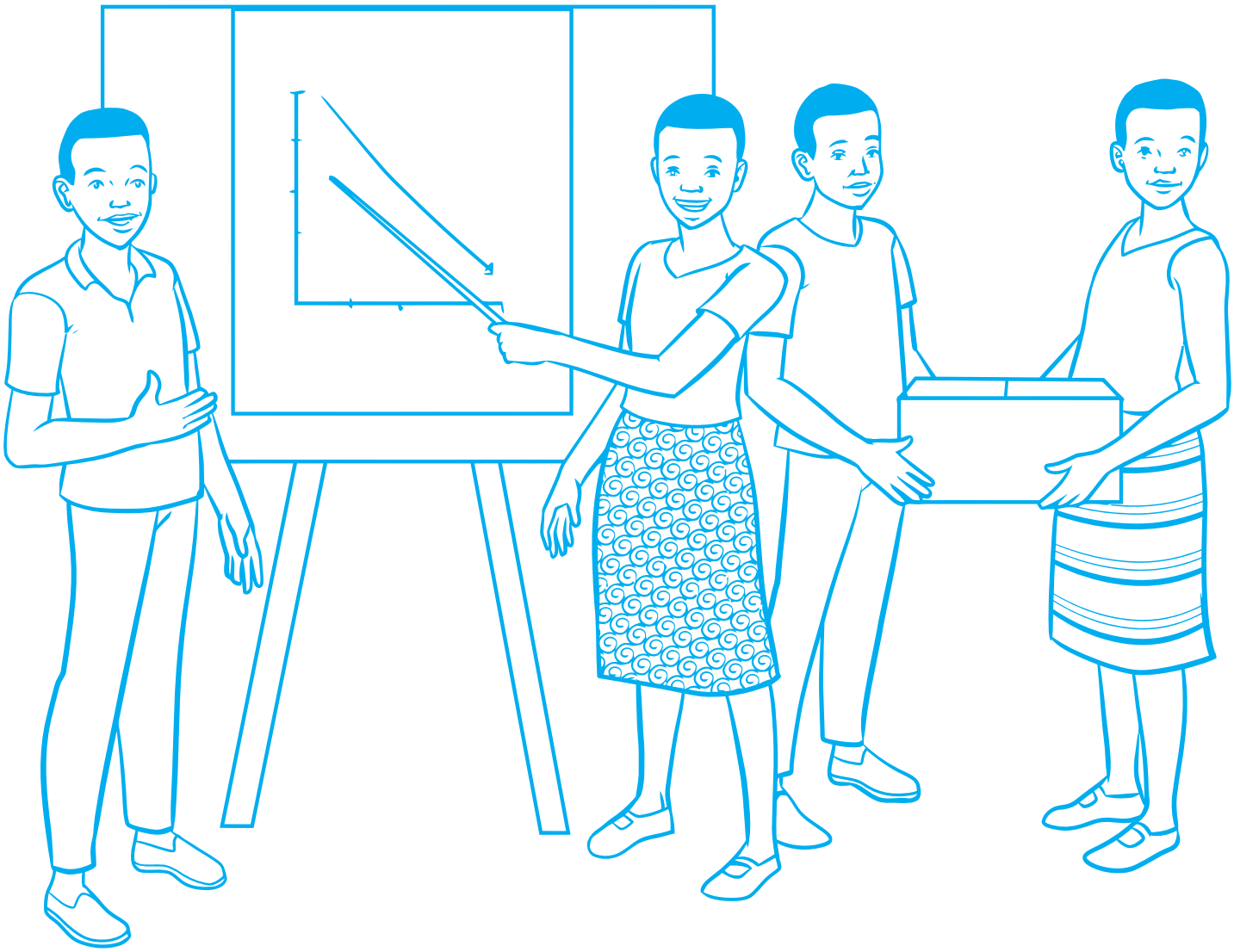
4

STAGE 4:

MAKE IT REAL

STAGE 3:

MAKE IT REAL



ACTIVITY 4-1.

HOW CAN I PLAN MY RESOURCES?

OBJECTIVE:
Identify the different kinds of resources that are needed to turn the solution into reality. Also, identify which resources are already available and which ones need to be brought from outside.

TOOL:
Capabilities & Inputs chart, Prototypes, Solution Summary

- *The 'Capabilities & Inputs' chart helps identify the different kinds of resources that are needed. 'Capabilities' are resourcing the team already has and 'Inputs' are new resources to be sourced from outside. Through this tool, problem solvers can realize whether their solution is feasible or not. If not, then they can try and simplify their solution so that it can be feasible.*

MATERIALS:
Chart papers, Post-its, pen markers

TIME:
60 mins

ACTIVITY GUIDE:

Capabilities & Inputs chart

1. Choose post-its of two different colours.
2. Make a list of the resources required.
3. Write each resource on the correct Post-it (Capabilities or Inputs) and put them in the relevant section

Note: *Think of resources that you need to get started. What does the team need in the first 3 months? What will it need in 6 months, 1 year? What are the most essential resources?*

Materials Raw materials needed to build the final solution.	**Equipment** Any machines or instruments needed.
People Skills and expertise needed by the team.	**Other Support** Any other help such as space or permissions needed.

HOW TO RUN THE ACTIVITY:

1. Introduction ***(15 mins)***

- Explain the objective of doing this activity.
- Explain the 'Capabilities & Inputs' chart.
- Take the participants through examples from the presentation or use the flipcharts to do an example with them.

2. Main Activity ***(40 mins)***

- Ask the teams to consider their prototypes, and solution summaries. Ask the teams to also consider the feedback they have received.
- Ask the teams to look at the four parts (Materials, Equipment, People and Other Support) and list all the things they think they will need under and place them in the relevant category.
- Tell them that they should mark what they have (Capabilities) and the things they do not have but need (Inputs) differently.
- Let the teams attempt at filling the chart paper.
- Go around the room and help teams in thinking about their resource requirements.

3. Wrap Up ***(5 mins)***

- Close with observations you may have from helping the teams.

Note:

Note: The more 'Inputs' needed, the more difficult it may be to implement a solution. As a facilitator, try and help teams identify the right and appropriate amount of resources to get their solution implemented. Remember that it is important that the solution is kept simple and focused on solving the problem for target audiences. Thinking small is important to begin with.

ACTIVITY 4–2.

HOW DO I RAISE FINANCES?

OBJECTIVE:

Identify how budgets can be raised and managed for making the solution sustainable. Making a solution sustainable means making sure that it does not shut down because of a lack of funds and resources.

TOOL:

'Sustainability & Revenue' chart, 'Capabilities and Inputs' chart, Prototypes, Solution Summary

- *There are many different ways funds can be raised for projects. You can charge users, someone can provide a donation, and there may be ways to reduce costs. This tool helps you think of the different ways and identify what works best for the solution proposed.*

MATERIALS:

Chart papers, Post-its, pen markers

TIME:

60 mins

ACTIVITY GUIDE:

Sustainability & Revenue' Chart

1. Check what kind of resources are needed. How much funds will you need?
2. Think about the different ways one can raise funds for the resources.

Questions to consider	Possible ways
What can we change for?	Regular fees or One time charge
Can someone give us a donation?	Organisations and people who may want to help
Can we reduce costs?	Discounts or subsidies on the resources
Other ways to raise funds?	Any other way you can think of raising finances

TIP: *Think of funds in two ways - what do you need to get started? How will your solution continue to operate?*

HOW TO RUN THE ACTIVITY:

1. Introduction ***(15 mins)***

- Explain the objective of doing this activity.
- Explain the 'Sustainability & Revenue' chart.
- Explain about 'Start-up' capital
- Take the participants through examples from the presentation or use the flipcharts to do an example with them.

2. Main Activity ***(40 mins)***

- Ask the teams to consider their capabilities and inputs, prototypes, and solution summaries. Ask the teams to also consider the feedback they have received.
- Ask the teams to look at the four options to raise funds (Charging people, getting a donation, reducing costs, or other options) and list all the ways they can think of raising funds.
- Ask the teams to reflect about start-up capital.
- Tell the teams that they need to be realistic and not only optimistic or hopeful - do not assume that the money will come automatically.
- Let the teams attempt at filling the chart paper.
- Go around the room and help teams in understanding their financial needs.

3. Wrap Up ***(5 mins)***

- Close with observations you may have from helping the teams.

Note:

The UPSHIFT funding supposed to be a donation or grant. There may be NGOs, government agencies, community organisations, and even individuals who may be interested in donating money to solve a social problem.

ACTIVITY 4-3.

WHAT IS THE FINAL SOLUTION?

OBJECTIVE:

Take prototype and solution to its final version based on learnings from feedback, and resource as well as financial planning.

TOOL:

Working with Feedback

- *In this activity the teams have to build the final prototypes of their solution by using methods described in the Rapid Prototyping activity - Role Play, Physical Models, Paper Prototypes and Storyboards.There are many different ways funds can be raised for projects. You can charge users, someone can provide a donation, and there may be ways to reduce costs. This tool helps you think of the different ways and identify what works best for the solution proposed.*

MATERIALS:

Chart papers, Post-its, pen markers

TIME:

120 mins

ACTIVITY GUIDE:

How to work with feedback and arrive at the final solution:

1. Take learnings from User Testing of Rapid Prototypes
2. Take into account the Resource and Financial estimation you have done in previous steps
3. Arrive at your final prototype and solution

HOW TO RUN THE ACTIVITY:

1. Introduction ***(5 mins)***

- Explain the objective of doing this activity.

2. Main Activity ***(90 mins)***

- Ask the teams to think about the feedback they received on prototypes and solution summaries.
- Ask the teams to think about what they have learnt about their solution by doing the activities 'Capabilities & Inputs' chart and 'Sustainability and Revenue' chart.
- Tell the teams that this activity is their last chance to work on their solution during the workshop. They have about two hours to make a refined final prototype for their solution.
- Tell the teams that they have to improve on the prototypes they made - add more detail, or improve based on what they heard.
- Go around the room and help teams in creating their final prototype.

3. Wrap Up ***(25 mins)***

- Ask the teams to do a quick presentation on their final prototypes and share how they have changed in this last round and why.
- Close with observations you may have from helping the teams.

ACTIVITY 4-4.

HOW CAN I SELL MY IDEA?

OBJECTIVE:

Create a short impactful presentation to share solution with judges. Summarise and convey important information about your solution.

TOOL:

Pitch Points, and all other previous tools used.

- *The pitch points broadly cover the things the judges are looking at while judging the idea. These points are also important to pitch any idea. A pitch is usually a short presentation that is not more than 5-10 Min.*

MATERIALS:

Chart papers, Post-its, pen markers, PPT, Laptop etc.

TIME:

60 mins

ACTIVITY GUIDE:

Points to cover in a 'Pitch':

1. **The Goal for Solution & Challenge Chosen**

   What was the ultimate goal of the solution? How did the team try to solve the problem?

2. **The Solution + Target Audience**

   What is the final solution? Who is the target audience?

3. **Advantage**

   How is the solution unique?

4. **Resources + Finance**

   What resources and finances will be needed to execute?

5. **Show Prototype**

   Team to show the final prototype

HOW TO RUN THE ACTIVITY:

1. Introduction ***(10 mins)***

- Explain the objective of doing this activity.
- Explain the different points that comprise a 'Pitch'.
- Take the participants through an example from the presentation or use the flipcharts to do an example with them.

2. Main Activity ***(50 mins)***

- Tell the teams that their pitches have to cover all the different points - problem, goal, challenge, solution, target audience, prototype, user feedback, advantage, resource and financial planning.
- Tell the teams they will have a maximum of 5-7 mins to make their pitch, and another 3-5 mins will be the judges asking them questions.
- Ask the teams to create their pitches - they can be as creative as they want to be while making the pitch.
- Go around the room and help teams in creating their pitches

For more information contact:

International Labour Organization

Plot 25/26, Katalima Crescent, Naguru | Kampala, Uganda

kampala@ilo.org www.ilo.org/prospects

UNICEF Uganda Country Office

Plot 9 George Street | P.O.Box 7047,Kampala, Uganda

kampala@unicef.org www.unicef.org/uganda

International Labour Organization

unicef for every child

BOOTCAMP AGENDA

UPSHIFT
#INNOVATE4UG

STAGE ONE
1 UNDERSTAND & OBSERVE

START

INTRO
INTRODUCTION & ENERGISER

WHAT IS UPSHIFT?

Objectives:
Get to know the participants and build some energy in the room.

Introduction to the UPSHIFT and Design Thinking.

STEP 1
WHAT IS THE PROBLEM?

Activities: Problem Tree, 5 Whys

Objectives:
1. Explore the effects and causes of a problem to understand it better.
2. Go deeper into the cause of the problem, and pick the ones to focus on.

STEP 2
WHO IS INVOLVED?

Activities: Stakeholder Mapping and Target Group

Objectives:
Identify the people who are involved with the problem.

STEP 3
HOW TO DO USER RESEARCH

Activities: Research Methods

Objectives:
Understand the process of conducting research and gathering more information on your problem.

STEP 4
CONDUCTING USER RESEARCH

Activities: User Interview guide, Observation guide

Objectives:
1. Talk to users by stepping out into the field.
2. Observe the problem by watching users, or by experiencing the situation yourself.

International Labour Organization

unicef for every child

STAGE TWO
2 DESIGN

STEP 1
WHO ARE YOU SOLVING FOR?

Activities: Personas

Objectives:
Better understand the people who will be affected by the solution.

STEP 2
WHAT IS THE GOAL?

Activities: Solution Goal

Objectives:
Keep the problem solver focused on the most important causes and on the target audience while solving the problem.

STEP 3
WHAT IS THE CHALLENGE?

Activities: "How Might We?' Challenge Statement

Objectives:
Approach problem solving in an actionable, solution oriented, and open manner.

STEP 4
BRAINSTORMING IDEAS

Activities: Brainstorming Tools

Objectives:
Generate as many creative ideas as possible.

STEP 5
WHAT IS THE SOLUTION?

Activities: Solution Summary

Objectives:
Take the first step in moving from an idea to something that can be implemented.

STEP 6
CO-CREATE WITH TARGET AUDIENCE

Activities: User Feedback, Interviews

Objectives:
Collect feedback from target audience and co-create better solutions with them.

STAGE THREE
3 BUILD & TEST/ START YOUR BUSINESS

STEP 1
WHAT IS THE BEST SOLUTION?

Activities: Choose Solution

Objectives:
Choose the best solution based on learnings from testing the ideas with users.

STEP 2
HOW DO I BUILD MY SOLUTION?

Activities: Prototyping Methods

Objectives:
Build tangible version of the whole solution or part of it, to test with users and capture learnings.

STEP 3
RAPID PROTOTYPING

Activities: Prototyping Methods

Objectives:
Build multiple versions of the best solution as quickly as possible to test with target audiences.

STEP 4
TEST WITH TARGET AUDIENCE

Activities: User Testing

Objectives:
Collect feedback from target audience to refine the prototype and design a better solution.

STAGE FOUR
4 MAKE IT REAL

STEP 1
HOW CAN I PLAN MY RESOURCES?

Activities: Capabilities & Inputs chart

Objectives:
1. Identify the different kinds of resources that are needed to turn the solution into reality.
2. Identify which resources are already available and which ones need to be brought from outside.

STEP 2
HOW DO I RAISE FINANCES?

Activities: Sustainability & Revenue chart

Objectives:
Identify how budgets can be raised and managed for making the solution sustainable.

STEP 3
WHAT IS THE FINAL SOLUTION?

Activities: Working with Feedback

Objectives:
Take prototype and solution to its final version based on learnings from feedback and resource planning.

STEP 4
HOW CAN I SELL MY IDEA?

Activities: Pitch points

Objectives:
Create a short impactful presentation to share solution/ business strategy with judges.

GOAL

International Labour Organization

unicef
for every child

UP SHIFT
#INNOVATE4UG

INTEGRATED UPSHIFT
MENTORSHIP HANDBOOK

CONTENTS

1. GUIDELINES FOR MENTORS

1. **Implementing concrete pilots or proof of concepts by the end of the mentorship period:** The mentorship period available to the selected teams after the bootcamp is limited to a 8 -12 week period. A fully developed solution may not be achievable for all teams in this period. However, the aim should be to at least execute pilots or create proof of concepts by the end of the period which the target audience/ stakeholders can experience. The components (people, materials, sourcing, production, distribution, marketing, pricing, funding etc.) required to make the solution sustainable should all be known in detail by the end of the period.

2. **Aiming for solutions that are sustainable after the mentorship period:** Mentors should drive the teams to develop solutions that can be eventually sustainable. Even when it may not be possible for the teams themselves to manage a sustainable effort after the mentorship period, Mentors should help identify some potential ways the solutions can be taken forward if they have potential.

3. **Understanding the nature of the solution and problem:** The quality of the advice that mentors have to offer will depend a lot on their own understanding of the nature of the solution and the problem. Mentors should invest in doing research online and talking to relevant people or even going to the field. This can begin even before they start advising teams and is something that should continue throughout the project.

4. **Including users and stakeholders in developing solution:** The development of solutions should embrace the basic Human Centered Design approach adopted in the Bootcamps - mostly importantly, they should be focused on the real needs of users. It is essential that teams invest in research, and interact with their target audience and stakeholders consistently as they develop the solution. The focus should be creating positive impact through the solution for these users.

5. **Developing solutions through experimentation and iteration:** The solutions identified at the end of the Bootcamps are very likely to be conceptual and lacking in detail. As the teams try and give them some definitive shape over the mentorship period, there will be the need for them to experiment and iterate to arrive at the final solution.

6. **Customising advice for product and service solutions:** Selected solutions will vary from each other. In the most basic way, solutions can be expected to differ in terms of their central focus. Some will be products, some will be services, and there could be others that have both product and service elements. The kind of support and the things that are focused on depending on whether it is a product or service solution will differ, and mentors will need to customise their approach and advice.

7. **Customising support for different resource levels:** The selected teams can be from urban or from rural backgrounds. The teams in urban are more likely to be able to access resources and advisors than the rural teams. Therefore, it is important for mentors to realise that with rural teams they may need to be more involved in developing the idea and finding help. Also, there may be ideas that require more informed inputs in terms of technology than others. Mentors will be required to be more involved in such solutions.

8. **Enabling teams to lead the solution development:** The effort of the mentor in the 'Make It Real' phase should be enable teams to lead the development of the solution. The mentors should help with planning, creative thinking, managing finances and development but be careful not to take everything on themselves. It is crucial that the teams learn how to approach solutions and learn from their efforts and mistakes and build a sense of ownership of their solutions.

9. **Collaborating with other mentors and external experts:** There are many different aspects to building a final solution. Also, the kind of solutions proposed will differ a lot across teams and challenges. Mentors may not be equipped individually to handle all the different parts, and therefore should recognise their strengths and weaknesses with respect to every solution and seek help from the mentor group, and from external experts who can help with very specific inputs (like technology or manufacturing). Especially within the mentor group, collaboration is crucial and can help increase the quality of the overall advice that is provided to the teams.

10. **Maintaining momentum of effort and motivation:** Mentors should realise that projects will face the challenge of momentum and motivation, especially when things go not go the way the teams intend. A crucial aspect of mentorship in this phase therefore will be to plan in a way that keeps teams moving forward. Also, recognizing effort, managing team roles and conflicts, and motivating the team towards an end will be key areas.

2. COMPETENCIES OF MENTORS

1. **Approachability & Openness**
   - A mentor is someone who is basically approachable, friendly, and inspires trust.
   - A mentor does not create distances between themself and those they are mentoring - they are easily available for advice and discussion.
   - A mentor is open to ideas and does not get stuck on any one idea - especially their own ideas.
   - A mentor does not get frustrated by a lack of skills and knowledge amongst those they are mentoring but tries to be at the same level as them and helps them develop.
   - A mentor is someone who is open to sharing their knowledge, skills and connections with others.

2. **Positivity & Motivation**
   - A mentor is a positive presence for the teams he/she is working with.
   - A mentor is patient and does not get greatly stressed by the pressure of managing teams, driving projects, and lack of clarity.
   - A mentor is a motivator and moves a team goes forward - especially when things get difficult.
   - A mentor helps define and create a strong sense of team culture and a common approach.
   - A mentor is someone who understands the unique aspirations, emotions and problems of young people.
   - A mentor is someone who provides honest and constructive feedback to those he/she is mentoring.
   - A mentor helps teams learn from their mistakes and failures.

3. **Innovation & Resourcefulness**
   - A mentor understands the unique challenges of social innovation and impact projects and is committed to tackling them.
   - A mentor understands and is able to facilitate strategic thinking and planning for the teams he/she may be mentoring.
   - A mentor is someone who sets inspirational goals and helps develop an overall vision for projects.
   - A mentor understands that every project and solution is unique and is able to customise their approach and advice.
   - A mentor is an innovator who comes up with new and creative solutions to problems.
   - A mentor is someone who understands the skills of the team he/she is mentoring, and identifies effective roles and responsibilities for them.
   - A mentor makes the best use of the material resources and finances available to teams he/she may be mentoring.
   - A mentor proactively identifies and reaches out to experts and partners who can help the teams they mentor.
   - A mentor proactively identifies solutions and inspirations from external sources to help the team.

4. **Learning & Growth**
   - A mentor is invested in the learning and growth of those he/she is mentoring and focuses on key objectives and learnings at all times.
   - A mentor is a self aware individual who understands his/her own limitations and areas of improvement.
   - A mentor is an inquisitive and committed learner who is invests in improving his/her own skills and knowledge.
   - A mentor proactively seeks feedback from those they mentor and from other experts.
   - A mentor proactively seeks help and guidance from experts and colleagues when required.

5. **Professionalism & Responsibility**
   - A mentor is a professional - punctual, adheres to timelines, fulfils commitments, produces high quality of work.
   - A mentor takes responsibility for the results and actions of those he/she they may be mentoring.
   - A mentor dedicates the required time and effort to the task of mentorship.

6. **Communication Skills**
   - A mentor is someone who has high quality communication skills and can express themselves clearly and in a manner that can be understood by those they may be mentoring.
   - A mentor is a fair and energetic facilitator of debate and dialogue amongst teams.
   - A mentor is able to clearly communicate the purpose and approach of the INTEGRATED UPSHIFT programme to interested youth and partners.

7. **INTEGRATED UPSHIFT Specific**
   - A mentor should have a strong understanding of the Design Thinking/Human Centered Design method outlined in the INTEGRATED UPSHIFT method.
   - A mentor is someone who has a strong understanding of the goals of the INTEGRATED UPSHIFT programme, and the responsibilities of the mentor and is committed to releasing them.
   - A mentor understands the skills and competencies that the INTEGRATED UPSHIFT programme aims to build in young people and is focused on building them.
   - A mentor understands and adapts to the challenges of working with the government, young people, and rural audiences.
   - A mentor is well versed with the tools, methodologies, and strategies applicable to the INTEGRATED UPSHIFT programme and can teach them to those they may be mentoring.

3. STRUCTURE OF MENTORSHIP PROGRAMME

Step One
Mentorship Phase 1: Plan

1 Week | Week 1

As the first step, teams and mentors are expected to discuss the selected solution in detail, define a goal for the next 3 months period, fill out the 'Solution Development Canvas' for the first time, identify gaps in the current level of understanding, develop a plan for the immediately following 'Research' step, and an overall plan for the project. The mentors and teams are also expected to come to a common understanding and build a relationship with each other.

Step Two
Mentorship Phase 1: Research & Pitch

2 Weeks | Week 2 & 3

The next step is 'Research'.

Teams and mentors are expected to go into the field to meet target audiences, stakeholders, partners, suppliers etc. The focus is on conducting field research with real people to map real needs and challenges. Supporting the field research could be internet research to continue to learn and explore other examples of the solution present in the region or globally. By the end of this phase, teams will make their pitch to be selected for mentorship phase 2 and seed funding.

Step Three
Mentorship phase 2: Create

7 Weeks | Week 4 – 10
Can be shorter depending on the solution.

In this third step, the teams are expected to first make a note of their learnings from research and define the solution they want to create and test. The teams are required to create their solution in two rounds - a first version that can be tested, and a final version that is to be created based on the learnings from testing. While creating the solution, teams have to think of the end-to-end user journey and the different parts of the solution in detail. These parts need to be created as real / physical / visual models and examples that are as close to what audiences will ultimately use.

Step Four
Mentorship phase 2: Launch & Test

1 Weeks | Week 11

In this step the team is supposed to test the final version of their solution with audiences and partners. The final version is meant to be as detailed and usable as possible. The testing is meant to also be as close to the real scenario of use as possible.

Step Five
Final Meet-Up

1 Week | Week 12

The last step is dedicated to organizing a final meet up of innovators where teams will pitch their solutions and share their experiences. Their pitch will include a description of the final version of the solution, the results from testing, recommendations for taking it further, a plan for the future, and a declaration by the team stating whether they are committed to taking the solution forward or not.

STEP ONE

MENTORSHIP PHASE 1: PLAN

1 WEEK | WEEK 1

About:

As the first step, teams and mentors are expected to discuss the selected solution in detail, define a goal for the next 2-3 months period, fill out the 'Solution Development Canvas' for the first time, identify gaps in the current level of understanding, develop a plan for the immediately following 'Research' step, and an overall plan for the project. The mentors and teams are also expected to come to a common understanding and build a relationship with each other.

Recommended Tasks:

1 Mentor Tasks: *Meet the selected team(s)*

When: Day 0

What	How	Why
➔ Set up the first meeting with the team to discuss how to take the solution forward. ➔ The team should have as one of its aims to ensure equal access to the meeting by girls and boys.	➔ Discuss with them where to meet. It is better to do it in their village in order to stay connected to the context they will work on. ➔ The choice of location and timing should be conducive to both girls and boys being able to attend, despite family responsibilities.	➔ First meeting organized

Tip / Best Practice:

- While you set up the meeting with the teams, try and make it as convenient for them to meet you as possible.
- Ask the team to come prepared to discuss their solution - how do they want to take it forward? Keep in mind that it might be too early for them to have a clear vision of the solution.
- Since you and the team will be meeting for the first time after the workshop, you may need 2-3 hours to identify gaps in the current level of understanding and develop a plan for the following step

2 Mentor Tasks: *Prepare for the meeting by doing some research yourself*

When: Week 1

What	How	Why
➔ Spend time on the internet and talk to experts (that you may know) as part of your own research on the subject.	➔ Internet Research ➔ Ask experts	➔ You are better prepared to discuss the subject and the solution with the selected team and other mentors

Tip / Best Practice:

- Take down/Make notes of important information, ideas, and questions that you collect.
- Mentors should look at a wide range of sources. Google is a great place to start. Look at solutions from Uganda and the region, but also look for ideas from other countries across the globe.
- Go through the selected solution thoroughly. Think about the challenges the team faced in the workshop. Think of how you need to help this specific team.

3 Mentor Tasks: *Discuss the solution with other mentors*

When: Week 1

What

- Discuss the solution with other mentors. Things you can consider discussing could include -
  - What is the goal of the solution?
  - What are the strengths of the solution? What are some weaknesses?
  - What are the resources (skills, knowledge, equipment etc.) needed to make the solution real?
  - What are some ideas or advice that the mentors have to make the solution real?
  - What is the selected team like? How do they work with each other? Is the team open to advice? Are they clear in their thinking? Will they have time to work on the solution?

How

- Call or meet other mentors

Why

- You are better prepared to discuss solution with the selected team.

Tip / Best Practice:

- Take down/Make notes of important information, ideas, and questions that you collect.
- If it is not practical to meet all mentors together, meet them separately - avoid working alone.
- Mentors can help each other achieve success - your combined experience is a resource that you should look to use.
- If you ask for help from another mentor, be prepared to offer help too.

4 Mentor Tasks: *Meet the selected team for the first time to plan project and the 'Research' step*

When: Week 1

What

- Inform the team of the purpose of this 'Make It Real' Phase. Some of the points you can share are -
  - The manner in which the next 3 months are divided (The 5 Steps - Plan, Research, Create, Launch & Test, Compete)
  - The role of the mentors and support provided by them
- Next, discuss some of the following questions with the team - encourage them to express their views -
  - Have they thought about the solution after the
  - INTEGRATED UPSHIFT bootcamp? What excites them about taking the solution forward? What worries them?

How

- Meet the selected team
- Use the Solution Development Canvas to map the current solution
- Create a basic Research

Why

- Teams understand the different Steps through which the solution will progress.
- Mentors and teams have a common understanding of the strengths and

What

- What would the team like to achieve in the period of 3 months? What is their goal?
- Is the team committed to taking the solution forward during these 3 months? What about after this period?
- How much time does the team have to invest in doing the project?
- How will the team divide responsibilities? Each team should have 2 team leaders, a girl and a boy. Girls participation only is not enough, encourage them to take leadership roles.
- What do they expect from the mentors?
- How complete is the solution according to the team? What are some missing parts and information needed to take the idea forward?

➔ Share the 'Solution Development Canvas' (In the appendix of this document) with the team. Explain the different parts to them. Fill the canvas with the team based on what is currently known by them.

➔ Share the findings of your own research with the team and discuss if it is useful.

➔ Using the Solution Development Canvas as the framework, discuss what could be some important things that need to be understood during the 'Research' step.

- Under each section of the canvas, make a note of the top 3 things/questions that need to be understood better through research.

➔ Work with the team to create a plan for the 'Research' step. Discuss some of the following -

- Does everyone agree on the important things that need to be researched? Is something missing?
- Which tools to use - for example interviews with audience and partners, also observing something or doing internet research on a topic or asking experts.
- What are some questions that can be asked in the interviews with target audiences, partners and experts to understand the things we want to understand?
- What will the team search for on the internet?
- Where and what will the team observe?
- How much time is available with the team? When and where would they do this research?
- How will they distribute responsibilities of research between them?
- How should the mentor support in the research?

➔ Schedule the next meeting with the team.

How

➔ Plan (What, Why, Who, How, Where, When)

➔ Identify the required Research Tools (sameas INTEGRATED UPSHIFT bootcamp)

Why

weaknesses of the current solution.

➔ Mentors and teams create a plan for research to take the solution forward.

➔ Solution Development Canvas is understood and filled for the first time by the team.

➔ Teams develop a research plan.

Tip / Best Practice:

- Take down/make notes of important discussions with the team. You can ask the team to help you by writing their thoughts and ideas on post its. If you don't have post-its then you can use chart paper or even a black/whiteboard.
- The research done by teams in the UPSHIFT bootcamp was preliminary and basic. The 'Research' phase will now allow them to do better, more thorough research.
- Encourage the team to go out and meet real people (audience, partners, suppliers etc.). They should record this research in writing or by using audio/video - a simple smartphone camera should be able to do the job.
- Research done purely on the internet can often provide limited insight - the research here has help make the solution practical and concrete.
- Let the team know that this is an opportunity to learn something - research is not to be taken casually.
- This meeting is very important for the success of the project. It is crucial that mentors are well prepared and patient.
- If you feel there is too much to discuss in one meeting, then you can meet the team multiple times (as early as possible) to cover all the points.

CLOSE: Create a short summary of the 'Plan' step and what your team accomplished in it.

STEP TWO

MENTORSHIP PHASE 1: RESEARCH

3 WEEKS | WEEK 2&3

About:

The next step is 'Research'. Teams and mentors are expected to go into the field to meet target audiences, stakeholders, partners, suppliers etc. The focus is on conducting field research with real people to map real needs and challenges. Supporting the field research could be internet research to continue to learn and explore other examples of the solution present in the region or globally.

Recommended Tasks:

1 Mentor Tasks: *Guide the team while they do research and select the best teams for mentorship phase 2* **When:** Week 2&3

What

- Guide the team actively as they do research on the field. Some of the things you will need to help on, include:
  - Define a limited number of relevant audiences, stakeholders, partners etc. to meet and why. Teach them to be strategic in order to stick to the timeline.
  - Ensuring that the relevant audiences, stakeholders, partners etc. are being met during research.
  - Ensuring that business-oriented solutions get the relevant technical guidance they need
  - Making connections with experts, partners, and suppliers that the teams may find difficult to connect to themselves. They might not be respected or taken seriously
  - Ensuring the time and environment for research is safe for girls and practical for those with disabilities.
  - Making connections with target audience and users in case they do not have relevant or enough numbers in their communities.
  - Conducting internet search and collecting examples that the team can learn from.
  - Ensuring research tools are being (interviews and observation) used in the right manner.
  - Keeping a record of your own observations and learnings.
- Prepare the teams for their 1st pitch and select the best teams with well thought solutions.

How

- Meet the selected team as often as possible during research to get updates
- Try and accompany the team for research on the field
- Do your own research on the field and on the internet
- Use the Research Plan (What, why, Who, How, Where, When) to keep a check
- Meet experts

Why

- Team does higher quality research than they would if doing it on their own.
- Mentors and teams to stay connected.

Tip / Best Practice:

- Ensure that the team is always keeping a note/ record of their research. They can do this by writing, or by recording video/audio.
- Even if you may not be able to accompany the team on the field every time they are researching, try and be with them for as long as possible. It will help them, and you will learn and provide better advice.
- Try and meet the team as often as possible.
- Make sure those with disabilities are not being left behind during research activities. If not able to move easily, what other part of the research can they cover.
- Check regularly how the teams are using the tools, and if they are making use of the research plan.
- Make sure the team is covering the different aspects that you wanted to cover during research - Ask the question: Are we learning enough about the different parts of the 'Solution Development Canvas'?
- Make the teams practice some of the research tools before they go into the field. Help them understand the value of interviews and observation.
- Try and encourage teams to dedicate at least the weekends for research if they find that they do not have time during the week.
- If the teams do not have an internet connection available at home, try and help them by finding a place / machine where they can do research.

2 Mentor Tasks: *Discuss the research and the selection of teams with other mentors*

When: Week 2&3

What	How	Why
➔ Discuss the research with other mentors. Things you can consider discussing could include - • Plan for research and the tools being used • Key findings and learnings from the research • Key challenges in doing research • Experts, connections from their networks who can provide useful inputs • Plan for the selection of teams for mentorship phase 2	➔ Call or meet other mentors	➔ Mentors are able to help each other

Tip / Best Practice:

- It is important that you share the data you are collecting (during research) with other mentors. It will make the discussion focused. For this to happen, it is important that the teams you are working with are keeping a record of their research.
- Try and meet the other mentors on a regular basis - do not wait till the end of the Research step - especially if you are facing challenges.

CLOSE: Create a short summary of the 'Research' step and what your team accomplished in it

STEP THREE

MENTORSHIP PHASE 2: CREATE

7 WEEKS | WEEK 5–11

About:

In this third step, the teams are expected to first make a note of their learnings from research and define the solution they want to create and test. The teams are required to create their solution in two rounds - a first version that can be tested, and a final version that is to be created based on the learnings from testing.

While creating the solution, teams have to think of the end-to-end user journey and the different parts of the solution in detail. These parts need to be created as real / physical / visual models and examples that are as close to what audiences will ultimately use.

Recommended Tasks:

1 Mentor Tasks: ***Help the team to arrive at key learnings and insights from 'Research' step*** **When:** Week 5

What

➔ Before discussing key learnings from research, open the conversation with some of the following questions -

- What was the most challenging part of research?
- What was the most enjoyable part of doing research?
- Did everyone contribute to research? Did all members of the team do research in the same way or differently?
- Have all the activities identified in the research plan been completed?
- Has the team met with all the different people they intended to meet?
- Has internet research been done and was it useful?
- Is the team satisfied overall with the research? Are they confident that they have enough high quality learnings and insights required to solve the problem?
- Did the team feel that the mentor (you) support the team adequately during research?

➔ Next, discuss the key learnings and insights from the research. Some key questions to ask could be -

- What were the top 3 things that each member of the team learnt from the research?
- What were our top 3 learnings about the overall solution we have currently proposed?
- What are the top 3 strengths of our current solution? What are the top 3 challenges?
- Who did we meet (users, influencers, partners, suppliers
- etc.), and what were the top 3 things we learnt from each of them?
- What were the top 3 things the team learnt under each of the sections (for example - target audience, partners, resources needed, processes, revenue, costs etc.) of the 'Solution Development Canvas'?
- What are the top 3 learnings for each of us from our internet research?
- What were the team's top 3 learnings about what an ideal solution could be?
- Is our solution desirable for audiences and partners? Is is financially viable/sustainable? Is our solution feasible in terms of resources and effort?
- Does the research confirm or disconfirm our problem tree and proposed solution?

➔ With the team take all the information that has been shared and create a summary of learnings and insights. The questions you can ask -

How

➔ Meet the selected team

➔ Use the Solution Development Canvas to map learnings.

➔ You can also use the Stakeholder Map/ Personas tomaplearnings about people.

➔ Group similar learnings and observations together to identify key insights

Why

➔ Research data is analysed to arrive at the most important learnings and insights

➔ Teams to arrive at a more advanced understanding of the identified problem based on their research

What	How	Why

- How can we group the learnings and observations from the team in the best way possible? What things are similar? What have we heard most often?
- What are some of the most important themes / areas that emerge as learnings from what we have heard from the team?
- What are the most important new things we have learnt from our research?

➔ With the team based on the groupings done by similarity, frequency etc. make a summary of the most important learnings and insights that have been gathered.

➔ Move to the next activity if possible in the same meeting, otherwise schedule a separate meeting for that.

Tip / Best Practice:

- The mentor will have to be prepared to facilitate this discussion in an energetic, active, **meaningful manner**.
- Ensure that every single member of the team has provided input. If you think their inputs are very obvious and do not really reflect their real learnings - **encourage them to think deeper** - these discussions are a chance for them to learn as well.
- For every thought or observation that the team members may have, you should try and ask them to provide examples to support their point.
- Ask the team to write their learnings and observations on Post-Its - that way you will also have a record of the conversation, and it will be easier to group the inputs.
- **Use the 'Problem Tree' they made during the workshop and '5 Why' tools here again to help them contextualize their observatio ns in a deeper manner related to the identified problem and their solution.**
- While we ask for team members to share their top 3 learnings each time - that is a minimum - they can share more than 3 if they want to.
- Sometimes it is easy to find similarities (for learnings, observations) and sometimes it is not - you will have to help the team see the patterns - the patterns have to make sense - it would be good to get some feedback from other mentors if possible.
- This meeting is likely to take some time - **please prepare for it accordingly.**

2 Mentor Tasks: *Help the team further define and improve their solution*

When: Week 5

What

- Take the most important learnings and insights from the group and discuss the following -
  - Based on our learnings from research, what could be the top 3 ways in which we could improve our solution?
  - How can we improve or change each part of the Solution Development Canvas?
  - What are the top 3 challenges that we have recognized because of the research? How can we tackle them?
  - How can we use the brainstorming tools (for example - What If?) to think about the solution in a new way?
- Once the discussion on ideas to improve the solution is complete, move forward to the specific solution –
  - How do users experience our solution as a journey (Awareness, Sign Up/Purchase, Use, Close/Renewal)?
  - What are the specific parts of our solution (Awareness raising compain, Conversations with People, Digital Interactions, Physical Products, Services) that align with steps in the journey?
  - For each step in the journey and for each part of the solution what do you need to build right now?
- Next, move to discussing what the first version of the solution should look like. Some points to discuss -
  - What is the first version that we can build and test?
  - What would be a good way to visually/physically represent the solution?
  - What parts of the solution should we build first? What can we build later?
  - How do we simplify the solution so that it can actually be built quickly and tested?
  - How do we use our resources, time, and money wisely?
  - What are the biggest challenges we could face while building the first version?
- Next, discuss theactual building andtesting ofthefirst version of the solution -
  - Can the team build the first version themselves?
  - Who can help us build the solution? Do we have the resources and networks to helpus?
  - How will the team distribute responsibility?
  - How can the mentor help in the build?
  - What do we start with? When do we say that the first version is complete?
  - How will we test the solution?
- After this meeting, the team and mentor move to actually building the first version of the solution.

How

- Meet the selected team
- Use the learnings and insights from the ‘Research’ step
- Use the User Journey & Solution Parts Map to map the solution end to end
- Use the Prototyping Tools introduced in the bootcamp to discuss the parts of the solution
- Use brainstorming tools (same as INTEGRATED UPSHIFT bootcamp) if the team needs to think in a new way

Why

- Teams to arrive at a more advanced version of the solution based on their research

Tip / Best Practice:

- The mentor will have to be prepared to facilitate this discussion in an energetic, active, meaningful manner.
- The ideas that emerge in this discussion should reflect the learnings and insights from the research.
- Use the journey and parts as a way to make the solution concrete - often we end up discussing the solution at a conceptual level without going into its details. Now is the time for details because without them you may not be able to proceed further in a useful manner.
- It is crucial that the discussion is focused on a good first version of the solution - not the full or eventual solution. **Our purpose is to get started and get a good working version of the concept in place first.**
- Try and keep the solution (at least in its first version) at a level at which the team can work on it - if it is something that depends entirely on external expertise then it may not really much value to the team at the end of the day.
- Keep a note of all the discussions from this meeting.

3 Mentor Tasks: *Guide the team while they build and test the first version of the solution*

When: Week 6-9

What

➔ Guide the team actively as they build the solution. Some of the things that you could do include –

- Ensuring that the team is looking at the user needs, and context
- Helping decide what needs to be built first - planning the build
- Helping decide how the different parts need to be visualised and made
- Actually, helping with building the solution by providing relevant content, design, and making help
- Helping the team identify the talents and strengths of each team member and share responsibilities accordingly in building different parts of the solution.
- Help them integrate a team work dynamic to avoid domination and negative competition within the group.
- Empower those with disabilities by giving them specific roles in building the solutions. Highlight their capacities.
- Avoid influencing them to do it your way and do not do the work for them. Help them become autonomous and build their self-confidence.
- Connecting the team to experts and partners who can help build the first version
- Ask for relevant support for them who have generated a business idea and want to start a business as a solution

➔ Guide the team in testing the solution. Some of the things you can do include-

- Ensuring that the team tests the solution with intended audiences and records their feedback
- Ensuring that the team tests the different parts of the solution and the journey

How

➔ Meet the selected team as often as possible while they are building the solution

➔ Use the Journey and Solution PartsMap

➔ Build some parts of the solution yourself

➔ Connect with experts

Why

➔ A first version of the solution is built by the team and tested with target audience and partners.

Tip / Best Practice:

- Building a solution is tricky. Depending on what the solution is - you may or may not be able to make a full functional first version to test. If that is the case then you should at least try and get the solution visually right - make a prototype that you can at least get some feedback on.
- It is crucial that you insist on keeping the first version simple - the team and you may want to do many things - but ask yourself if that is really important. Can you create a simple, basic version that helps communicate what the solution is. This may be especially true for solutions that are technology based (like an app) - ask yourself if the whole app needs to be made or can a simpler prototype be used.
- As you start building the solution, you will have more ideas on how to make it better - discuss them with the team and if you all feel that they will add to the quality of the solution then include them - however try and make sure new ideas are also tested in some way.
- There may be ideas that require special skills like graphic design, web design, manufacturing etc. - for those specific parts - try and get help.
- Testing the solution may involve just taking audiences through your solution (not in text but visual form) or it may mean they actually use it.
- Check with other mentors if there are components, learnings, partners etc. from the solutions they are working on that you may be able to use.
- Ask the team to keep a note of the testing and feedback - write it down, make videos, take photographs.

4 Mentor Tasks: *Help the team learn from the testing of the first version and plan the final version of the solution*

When: Week 10

What

➔ Before discussing key learnings from testing and build, open the conversation with the following questions -

- What was the most challenging part of building the first version of the solution and testing it?
- Have all the parts that we had decided to build in the first version - been built and tested?
- Has the team tested the first version with all the different people we intended to test with?

➔ Next, discuss the key learnings and insights from the building and testing. Some key questions to ask could be -

- What were the top 3 things that each member of the team learnt from building and testing the first version?
- What were our top 3 learnings about the overall solution that we have currently proposed?
- What are the top 3 strengths of our current solution? What are our top 3 challenges?
- Who did we meet (users, influencers, partners, suppliers etc.), and what were the top 3 things we learnt from each of them based on our testing?
- What were the top 3 things the team learnt under each of the sections (for example - target audience, partners, resources needed, processes, revenue, costs etc.) of the 'Solution Development Canvas'?
- What were the top 3 learnings about each step of the journey?
- What were the top 3 learnings about each part of the solution we have proposed?
- Is our solution desirable for audiences and partners? Is is financially viable/sustainable? Is our solution feasible in terms of resources and effort?

How

➔ Meet the selected team

➔ Use the Solution Development Canvas, Journey and Solution Parts Map to discuss

➔ Use the Prototyping Tools introduced in the bootcamp to discuss the parts of the solution

➔ Use brainstorming tools (same as UPSHIFT bootcamp) if the team needs to think in a new way

Why

➔ Testing data from first version is analysed and decisions with regards to the final version are made

What	How	Why

➔ Next, discuss the build of the next version of the solution. Some key questions to ask could be -

- Based on our learnings, what are the top 3 things we need to change or improve for the final version?
- How will the final version differ from the first - visually and physically?
- What parts of the final solution should we focus on building as a priority?
- How will we build the final version? Who will build it? Can we do it ourselves or do we need to get help?
- How do we use our resources, time, and money wisely?
- What are the biggest challenges we could face while building the final version?
- How will we launch and test the solution in week 15?

➔ After this meeting, the team focuses on building the final version of the solution and preparing for launch and test.

Tip / Best Practice:

- Even when we say 'Final' version - keep in mind that depending on the kind of solution you have - you may not be able to make a fully functional solution - for example if you are making a mobile application, you may not be able to finish coding in this time. If that is the case - your final version needs to be something that as closely matches a fully functional solution.
- Even forthe 'Final' version - itmay not benecessary to build all parts of the solution - you have to focus on what the core of the solution is - what is the most important to test. If that means you can postpone certain things for later do that - the things you build should be the ones that research and testing has told you are most important for audiences and partners.
- Once the 'Final' version has been made, it will need to be tested with audiences.
- Keep your eye on the monetary aspect of the solution - revenue and cost aspects of the solution should be realistic and informed by the research and testing that has been done.

5 Mentor Tasks: *Guide the team while they build and the final version of the solution*

When: Week 10

What	How	Why

➔ Guide the team actively as they build the final version of the solution. Some of the things that you could do include -

- Ensuring that the team is looking at the user journey and the parts involved
- Helping focus on the most critical parts of the solution
- Helping decide how the different parts need to be visualized and made
- Actually, helping with building the solution by providing relevant content, design, and making help
- Connecting the team to experts and partners

➔ Meet the selected team as often as possible while they are building the solution

➔ Use the Journey and Solution Parts Map when required

➔ A final version ofthe solution is built by the team

What	How	Why
➔ Prepare team for launch and testing of the final version.	➔ Build some parts of the solution yourself ➔ Connect with experts	

Tip / Best Practice:

- Remember thisisthelast opportunity theteam will getto build the solution - try andmake it as close to reality aspossible - while beingaware of the constraints that you may face.
- You may have to spend more time with the team ensuring that they build something that is concrete during this period. Focus on details.
- Once you decide what form the final solution will take, it will be your responsibility to ensure that it is realised by the team.

6 Mentor Tasks: *Get inputs on the solution from other mentors continuously through this 'Create' step*

When: Week 10

What	How	Why
➔ Discuss the solution with other mentors. Things you can consider discussing could include - • Key findings and learnings from the research • The scope of the first version of the solution • Key findings and learnings from the testing of the first version of thesolution • The scope of the final version of the solution • Experts, connections from their networks who can provide useful inputs	➔ Call or meet other mentors	➔ Mentors are able to help each other

Tip / Best Practice:

- Try and meet the other mentors on a regular basis - do not wait till the end of the Create step - especially if you are facing challenges.
- Help each other with expert connections and try and share resources.
- Borrow and share things in your solution that you feel are common - try and be efficient in the way resources are used.

CLOSE: Create a short summary of the 'Create' step and what your team accomplished in it

STEP FOUR

MENTORSHIP PHASE 2: LAUNCH & TEST

1 WEEKS | WEEK 11

About:

In this step the team is supposed to test the final version of their solution with audiences and partners. The final version is meant to be as detailed and usable as possible. The testing is meant to also be as close to the real scenario of use as possible.

Recommended Tasks:

1 Mentor Tasks: ***Lead the team while they test the final version of the solution*** **When:** Week 11

What	How	Why
➔ Lead the team in testing the final version of the solution. Some of the things you can do include- • Ensuring that the team tests the solution with intended audiences and records their feedback • Ensuring that the team tests the different parts of the solution and the journey • Ensuring that the testing is complete and authentic - that it is as close to reality as possible • Keep a note of all feedback received from the people the solution is being tested with	➔ Be with the team on the field during testing	➔ A final version of the solution is tested with target audience and partners

Tip / Best Practice:

- It is quite possible that you may not be able to test the entire solution (for example a 3 month campaign) in one week. However, what you can test are the most important aspects of the solution. For example – if you have created a campaign to raise awareness on a specific topic- test one event, check if people are willing to attend etc.
- Tell the team that even after this round of testing there is the scope of improving the solution - which is what needs to be put into the report.
- Ask the team to keep a note of the testing and feedback - write it down, make videos, take photographs.
- You can invite other mentors to accompany the team while testing.

CLOSE: Create a short summary of the 'Launch & Test' step and what your team accomplished in it

STEP FIVE

FINAL MEET-UP

1 WEEKS | WEEK 12

About:

The last step is dedicated to presenting their solution that includes a description of the final version of the solution, the results from testing, recommendations for taking it further, a plan for the future, and a declaration by the team stating whether they are committed to taking the solution forward or not.

Recommended Tasks:

1 Mentor Tasks: *Help the team learn from the testing of the final version and prepare their pitch to join to the Final Meet-Up.* **When:** 1 Week | Week 12

What

- Discuss the findings from final version testing, and to develop a plan going forward. In the session you could -
  - Make a note of the most important learnings from the testing and the way they impact the solution.
  - Look at the 'Solution Development Canvas' one final time and add necessary details as per the final version.
  - Look at the User Journey and Solution Parts Map one final time.
  - Plan on how to take the solution forward - what kind of additional support and resources are required.
  - Ask the team if they are interested in taking the solution forward and implementing it.
- Work with the team to create a final presentation that describes their learnings, final solution, and plan going forward.
- Help the team develop a pitch and prepare them to participate to the Meet-Up

How

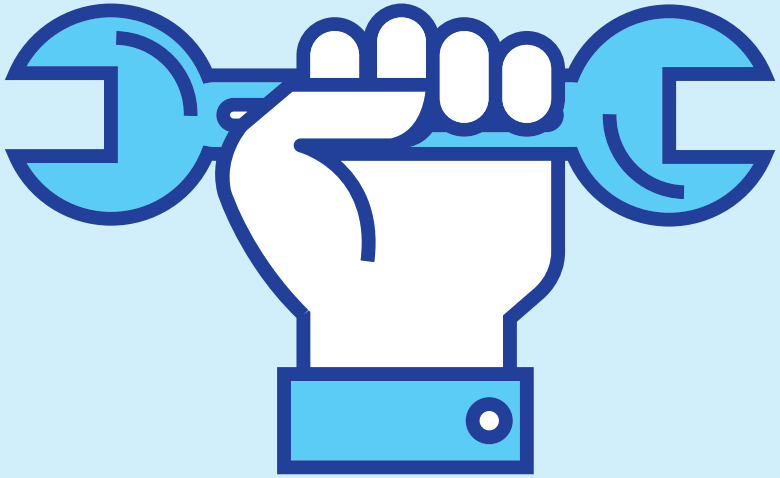
- Meet the team
- Use the Solution Development Canvas, User Journey and Solution Parts Map
- Help the team practice the pitch until they become confortable with it.
- Ensure equal opportunity for girls and boys to play a role in the presentation.
- Team members with disabilities should participate, if possible.

Why

- The results from the testing of the final solution are recorded and a final plan is created.

Tip / Best Practice:

- This is your and the team's final chance to convince stakeholders and investors on why the solution should be taken forward and scaled. Put in the necessary effort.
- Try and present your entire journey - Original Solution - Plan - Research - Create - Launch & Test - Final Meet-Up
- Focus on financials and how the solution will be sustainable.



TOOLS &METHODS

Solution Development Canvas

What is your solution and what problem does it solve?

Consider:

- Core problem and cause
- Core solution

How will you produce, deliver, maintain and improve your solution?

Consider:

- Professional design
- Manufacturing
- Production
- Distribution
- Logistics
- Sales
- Service
- Quality

Who are the partners your solution needs?

Consider:

- Professional design
- Manufacturing
- Production
- Distribution
- Logistics
- Sales
- Service

What are the resources your solution needs?

Consider:

- Raw materials
- People
- Knowledge
- Skills
- Infrastructure
- Machines

How is the solution being offered to target audiences?

Why do people experience?

- Reason for target audience to use this specific solution

What do people experience in the solution?

- The different parts of the solution you are offering -
- Raising awareness
- Conversations with People
- Digital Interactions
- Physical Products
- Services
- Other

Where do people experience it?

- Locations or places where people will use your solution

When do people experience it?

- Moment, time, schedule of use of the solution

Who are the target audiences?

Consider:

- Core target audience
- Important stakeholders
- Personas/ Types of audiences

How will you reach the target audiences?

Consider:

- Personal selling
- Through current experts and businesses in this space
- Events
- Media
- Social Media

What and how will you communicate and market your solution with target audiences?

Consider:

- Brand name and design
- Central point of communication
- Languageandtoneof communication
- Format of communication - print, audio, video, social media, conversations
- Design of communication material

What are the different kinds of costs for your solutions?

Consider:

- Cost of design
- Cost of production
- Cost of sales and distribution
- Cost of communication
- Cost of service
- Cost of material
- Cost of people
- Cost of rent, travel, logistics etc.

How will you raise funds for your solution to be sustainable?

Consider:

- Revenue from sales
- Funding from partners
- Funding by otherorganizations
- Funding from theteam (creating a VSLA)

Research Plan

* Please feel free to modify to your requirements.

What? What do you want to research on?	**Why?** Why do you want to research on this?	**Who?** Who do you want to research with?	**How?** How will you research (Tool/Questions)?	**Where?** Where will you do this research?	**When?** When do you want to do this research?

User Journey + Solution Parts

* Please feel free to modify to your requirements.

User Journey >	**Awareness** Howdoes the audience become aware of your solution? What makes them aware?	**Sign Up / Purchase** Howdoes the audience sign up for or purchase your solution? What do they use to sign up or purchase?	**Use** How does the audience use the solution? What do they use?	**Feedback** How does the audience provide feedback? What is used to provide feedback?	**Close/Renewal** How does the audience leave or stay with the solution? What do they use to close or renew their use?
Summary					
Solution Parts					
Conversations/ Interactions with People					
Digital Interactions					
Physical Objects/ Products					
Services					
Other					

Evaluation Form

Jury members must fill in this evaluation grid for each team during their presentations at “Mentorship Phase 1 – Week 3 “Pitch”.

Evaluation Element	Max score	Team 1:	Team 2:	Team 3:	Team 4:	Team 5:	Team 6:
Relevance of identified problem	10						
Innovation	10						
Impact	10						
Feasibility	10						
Sustainability	10						
Scalability	10						
Quality of the presentation	10						
Quality of support materials	10						
Teamwork	10						
Jury’s appreciation	10						
Total Points	100						
Comments	XXX						

For more information contact:

International Labour Organization

Plot 25/26, Katalima Crescent, Naguru | Kampala, Uganda

kampala@ilo.org www.ilo.org/prospects

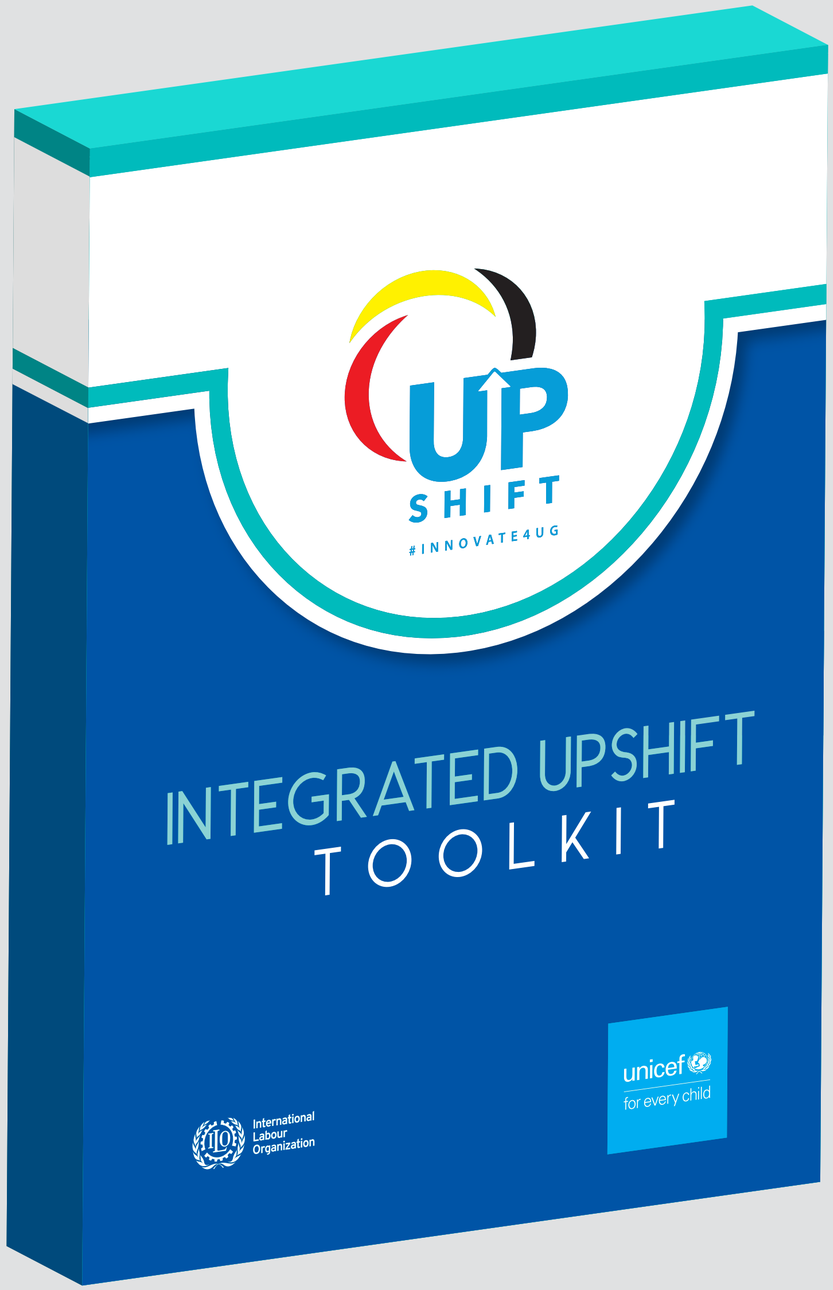
UNICEF Uganda Country Office

Plot 9 George Street | P.O.Box 7047,Kampala, Uganda

kampala@unicef.org www.unicef.org/uganda

International Labour Organization

unicef for every child


UP
SHIFT
#INNOVATE4UG
INTEGRATED UPSHIFT
TOOLKIT
International
Labour
Organization
unicef
for every child


UP
SHIFT
#INNOVATE4UG
INTEGRATED UPSHIFT
TOOLKIT
International
Labour
Organization
unicef
for every child

UP
SHIFT
#INNOVATE4UG

INTEGRATED UPSHIFT TOOLKIT

International Labour Organization

unicef
for every child

International Labour Organization

unicef
for every child